ALAGAPPA UNIVERSITY

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KARAIKUDI – 630 003

DIRECTORATE OF DISTANCE EDUCATION

(Recognised by DEC, New Delhi)

M.A. (CC & E)
IV SEMESTER

PAPER 312 41

Pre-School Home Community Linkages

Course Code	Title of the Course
31241	Pre-school home community linkages

Objectives of the Course:

On completion of the course the students will be able to

- Define the meaning and scope of community
- State the Linking objectives of pre-school education
- Understand the Formal and informal strategies
- Describe the role of traditional and non-traditional media to reach the community
- Explain the role of service organisations

Outcomes of the Course:

- The course will make the student aware about the meaning and scope of community
- The course will make the student to state the Linking objectives of pre-school education
- The course will make the learners to understand about the Formal and informal strategies
- The course will make the learners know about the role of traditional and non-traditional media to reach the community
- The course will make the learners to know about the role of service organisations

FOURTH SEMESTER

Course Code	Title of the Course
31241	Pre-school home community linkages

BLOCK - I:COMMUNITY

UNIT I

Community – Meaning and scope – Types of communities – Pre-school as a part of the community – Home as a sub-system in the society – Child as a link between the home and the community.

UNIT II

Linking objectives of pre-school education with the expectations of the parents, and the community.

UNIT III

The importance of partnership between the pre-school and the parents; and the link between the pre-school and the community.

UNIT IV

Communication as an essential component in establishing linkage – Hurdles in establishing the linkage – Ways to overcome barriers communication.

BLOCK - II:FORMAL AND INFORMAL STRATEGIES

UNIT V

Strategies for enhancing pre-school-parent partnership – Ensuring involvement of rural and urban parents in the pre-school programme.

UNIT VI

Formal and informal strategies: Parent-teacher meetings, observing parents day, newsletters, circulars, bulletin boards.

UNIT VII

Home visits and informal discussion, games with parents, simple celebration of birthdays, wedding anniversaries of the parents.

UNIT VIII

Improving pre-school – Community linkages – Involving the community in planning, executing, monitoring and assessing the pre-school programme.

BLOCK - III:LINKAGES WITH NEARBY PRE-SCHOOLS

UNIT IX

Establishing linkages with nearby pre-schools – Peer supervision –Ways of obtaining services and financial assistance from the community.

UNIT X

The role of traditional and non-traditional media to reach the community – Folk media – Villupattu, street plays, oyilaattam, harikatha, puppet shows.

UNIT XI

Modern media – Mass media, radio, television, cinema, newspapers and magazines and posters – Their relative effectiveness in establishing the link.

BLOCK - IV:PLANNING AND ORGANIZING MEETINGS OF THE PRE-SCHOOL STAFF

UNIT XII

Planning and organizing meetings of the pre-school staff with the parents and the community – Identifying the community leaders.

UNIT XIII

Involving the village panchayat and local administration bodies in the development of the pre-school – Issues and agenda for discussion in these meetings.

UNIT XIV

Organizing festivals and celebration of important national days and religious festivals with the help of the community – The role of service organizations like Rotary Clubs, Lions Clubs and Jaycees, strengthening the pre-school-Involving the rural and urban disadvantaged groups and educating them about the philosophy of the pre-school.

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BLOCK - I:COMMUNITY

UNIT I

STRUCTURE

1.10 Answers to Check your Progress

1.1 INTRODUCTION

As national attention increasingly focuses on the importance of children's development in their early years, we have the responsibility—as community members, parents, educators, leaders, and policy makers—to do our part to ensure that young children have the opportunity to thrive. While there are a number of efforts in place to support young children and their families, many focus on one of two domains: either improving early childhood care or educationi or improving elementary education. Research suggests, however, that there is an essential third domain to attend to in our work to support young children: improving the quality and continuity of a child's experience and her access to essential supports and services as she transitions from early childhood care or education into the elementary grades.ii

1.2 OBJECTIVES

After going through this unit, you should be able to

* define Community
* understand the Meaning and Scope of Community
* understand the Types of Communities
* analyze the Socioeconomic Factors and Parental Style of Interaction

1.3 COMMUNITY – MEANING AND SCOPE

Maciver defines community as "area of social living marked by some degree of social coherence". We know that a person rarely exits alone. He is linked in man ways to his fellows who form a group. He can establish his relations only with him people who reside near him in a definite part of the territory. It is inevitable that people who over any length of time reside in a particularly locality should develop social likeness and should have common

social ideas, common traditions and the sense of belonging together. This fact of social living and common specific area gives birth to community.

Some of the popularly acceptable definitions are.

Lundberg: It is a social group with some degree of “we feeling” and living in a given area.

Community and Society

According to Wirth community is a territorial base, distribution in space of men, institution and activities, close living together on the basis of kinship and organic interdependence and common life based upon he mutual correspondence of interest which tend to characterize a community”. Society on the other hand is “the willed and contractual relationship between men, which it has been assumed or affected in their organic relationship due to the distribution of space”.

Community is based on a tradition of common folkways and customs. People started speaking common languages and sharing common customs and religion comes under one community.

1.4 TYPES OF COMMUNITIES

Community can be classified in different sense in different disciplines. some of the bases of classification are:

1. Religion
2. Society
3. Language
4. Geography

Based on the religion, people may be classified as Hindu, Muslim, Christian, Sikhs etc. They follow the norms and regulations of the religion to which they belong.

On social basis, community may be classified with social status, caste system. In Indian caste system plays a vital role in community identification. The major four divisions of Indian caste system among Hindus are:

1. Brahmin
2. Khsatria
3. Vaisya
4. Sudra

Each caste group refer to the distinct races or social groups among Hindus who practice a particular occupation hereditarily with certain rules and regulation.

Based on language, community is classified as English speaking community, Hindi speaking community etc. Finally based on Geography, community is divided as urban or rural, and based on the state to which they belong etc. The life styles, values and customers and distinct for each geographical community.

1.5 PRE- SCHOOL AS A PART OF THE COMMUNITY

The environment that the child is getting before entering into any formal education is crucial for its intellectual and emotional development. Home environment plays a deceive role in fostering or hindering the development of personality.

As a part of the community, Pre-school life of the child includes home environment, primary kinder garden education and other modes of informal education. As preschooler the child learns things in a rapid and informal ways.

The home is the primary learning centre in a pre-school life. There are many things that parents can do or refrain at home for the development of the child. A child may be stimulated at home through participation in the activities

of the family members. Thus, the home environment gives a better socialization for the child, which would be helpful for it in the future.

1.6 HOME AS A SUB SYSTEM IN THE SOCIETY

Home, being a sub system in the society plays a vital role in developing a better-adjusted child in the society. Parents are an important source of stimulation and ideas which foster child's intellectual development.

Parent's interest, educational background and opportunity for learning were found important factors which affect the personality development of the child.

In the home children learn to speak, use motor skills, solving some simple problems in arithmetic. Thus it lays a strong foundation and makes the child prepared for a formal education. The gives the child the necessary exposure and competence to deal effectively with the society. By a constant interaction with the members of the home, the home becomes the first school of the child. His first teachers are parents. Even after he is introduced to preschool education institution, the parents and the members of the family continue to contribute to his intellectual developments.

Changing Family Patterns

In this century the family unit has undergone rapid and drastic change. Change started when our society moved from agrarian to industrial. In an agrarian society, children were valued because they were an economic blessing. At a very early age they assumed an important role in the household work, on the farm, or in the family business. As they worked beside adults, they learned important skills, as well as something about their place in the larger society and their own self-identity.

After the industrial revolution, work was no longer a family enterprise, but something that men and women went out of the family to do. During the 1920s and 1930s, labor-saving devices became common. Freed from hard physical labor both at work and at home, parents no longer needed to teach their children a great many homemaking skills or a trade. Today the focus is more

often on parents as providers of a foundation that enhances intellectual and social development.

The school's Role

If everyone in the society shares in child-rearing, obviously children and families need support from schools. Part of your plans and work with children must take into account the changes in families and the variety of family styles. Because more children are being reared in single-parent households, you can extend opportunities for more adult-child interactions in the classroom by inviting adults, especially elders, from the community to work with you as aides or volunteers.

For children reared in female-headed households, it might be helpful to provide more contact with males. You might arrange to have men volunteer in the classroom and find curriculum materials that show men in a variety of roles, especially nurturing ones. Taking children out of the classroom and into the community gives them opportunities to see both men and women at work and to observe how adults function in the world. Or perhaps you can invite a resource person from the community to visit the school to bring the world of work to the classroom.

You might also consider a variety of activities involving children with both older and younger children. The exchange needs to be ongoing and consistent if all parties are to benefit from the experience. No one is suggesting that the school or the teacher will be able to solve all the problems facing today's changing family, but you can become sensitive to the needs of individual children and their particular family situation and try to meet some of these in the classroom. Awareness and acceptance of the child's unique family situation is perhaps the most important way you can support children and their families.

1.6.1 Socioeconomic Factors and Parental Style of Interaction

The dramatic social changes taking place in our society families that influence how they rear their children. We know influence on a child is the family unit, whatever form it (1982, p. 61). Children's socialization, learning,

growth, I depend on the family. A process of mutual interaction is established where the child's emerging behavior depends upon the temperament of both pare

Radin (1982, pp. 62-64) believes that at least six different processes in child-parent behavior influence children's development.

1. Parents influence their children by modeling. Children are great imitators so they respond to the adult model whether the adult intends them to or not.
2. Parents tell or explain to children what they are or are not to do. Sometimes it is an elaborate explanation, while at others it may be a series of does and don'ts.
3. Parents may state certain household rules. These rules indicate expected behavior. Some parents are more consistent in following through with rules than others.
4. Parents use a system of rewards and punishments. Parents may not always be aware of how they reward or punish.
5. Parents may use a series of techniques that label the child's action. They may try reasoning with the child to change behaviors, or they may try to shame child or arouse guilt.
6. Parents provide an environment that intellectually influences children. Toys, clothes, food, and learning materials influence not only the child's learning, but also his view of himself. Self – image is particularly molded by children's comparisons of their environment with peers." The space where children live and play, how they are allowed to use and explore that space, and extensions of their environment like trips all contribute to the child's social, emotional, and cognitive development.

1.7 CHILD AS A LINK BETWEEN THE HOME AND THE COMMUNITY

Child, who is the learning and developing members of the home, after some developmental process become of members of the community and thus become a link between the two sub systems of the community. He plays a vital role in bringing his home and the other part of the community like school, together. Thus, he foster the communication between all the sub systems.

Since 1991, India has experienced strong economic growth. This often-spectacular development offers hints of new hopes relating to human rights and social development. However, given India's large population, many people continue to live in great poverty. The country is strongly characterized by inequalities between different regions and groups of populations. Children are most affected by poverty and social inequality. A major contributing factor to this poverty is the lack of clean water. The latter is necessary for consumption and agriculture, and it must struggle against the spread of diseases caused by the absence of sufficient sanitation. These diseases often resulting in deadly childhood illnesses.

Even though 96% of the population living in cities has access to clean water, 73% of Indian children live in rural areas where access to potable water remains a considerable problem: 20% of the rural population does not always have access to potable water. As a result of this, it is the children living in these areas who are most exposed to various health problems linked to water. Moreover, children suffering from a lack of water miss the possibility to grow up in a healthy environment because neither homes nor schools allow them to benefit from the minimum required hygiene standards. Addressing poverty, the uneven distribution of water and other social inequalities are crucial for realizing children's rights.

Check Your Progress:

Note: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the unit.

1. Write down **t**he major four divisions of Indian caste system among Hindus.

1.8 LET US SUM UP

In this unit we have looked in to the Definition of Community, discussed the Meaning and Scope of Community, understood the Types of Communities, and finally analyzed the Socioeconomic Factors and Parental Style of Interaction.

1.9 UNIT END EXERCISES

1. Define the term 'community'
2. Explain the Types of Communities**.**
3. Describe how the pre-school is perceived as a part of community
4. Discuss the Socioeconomic Factors and Parental Style of Interaction.

1.10 ANSWERS TO CHECK YOUR PROGRESS

1. Brahmin, Kshatriya, Vaisya and Sudra.

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UNIT II

STRUCTURE

2.1 INTRODUCTION

Preschool education plays a very pivotal role in a toddler's life. Preschool education offers an enriched environment, academic simulation and many socialization opportunities for children who are of the same age group. Early schooling in India plays an important role in preparing children emotionally, mentally, socially and physically for higher education and proper understanding of different subjects. Good primary education inspires both parents and students to enroll for preprimary and higher level at the later stages of higher studies. India follows a systematic process of preschool education to impart knowledge in the best possible way for better understanding of the young children. By following an easy and interesting curriculum, teachers strive hard to make the entire learning process enjoyable for the children.

Pre School and Kindergarten methods lay a solid foundation for children and help them to grasp knowledge easily in the later stages of school and college life. Every preschool must respect each child's path of learning and growth and give them the liberty to choose the activities they are interested in. Teachers must give equal attention to the children and motivate them to take part in different activities that will make pre schooling interesting and help them learn new things in life. Special educational facilities must be made available to the children to make sure that no child is neglected. Pre-primary education in India provides a culturally sound environment for the children and instills the right values to help them grow both mentally and physically. Pre schooling facilitates in grooming young minds and provides dynamic and complete development of children. By creating a formal learning environment for children, pre-primary school education helps them to understand the importance of learning and discipline. Pre Schools in India provide the appropriate environment and opportunities to

cultivate young minds and encourages them to realize their true potential. Other than the regular curriculum, kindergarten education also includes different activities such as drawing, coloring, clay work, craft work, singing, dancing and more to make school life interesting for younger children. One must understand the importance of pre-primary schooling and do its best to impart necessary knowledge to the children. Kindergarten and preschools in India should focus on the key skills: emotional, cognitive, social and mental growth of kids. These schools should organize tiny toddlers for formal schools and life, making them confident and curious learners through their interesting pre-schools programs.

Kids play different games and indulge in varied activities that make them cheerful and happy. Rhymes, storytelling sessions and movement activities help them to learn basic skills. Nursery schools through pleasurable childhood activities and games guide kids to learn simple skills of reading, writing and numbers that will be beneficial for tiny tots to cope with the preprimary level of learning. All these schools build a very colorful and engaging learning atmosphere for kids with theme-based classrooms and different activity areas. In schools children explore new world that channel them, booming their school-age learning. There are some important factors which every parent should look at, while admitting a child to a kindergarten. A large portion of the teaching materials must be produced at the school by the teachers so that they customize their teaching aids to suit the interests and knowledge levels of the students. Attention must be given to the health and nutrition of the children to ensure that they have the physical energy and natural attention span needed for learning. Nutritional and medical supplements are provided to under nourished children from low income families. Children learn spontaneously when their interest and curiosity are awakened. 'Teaching' is confined to brief periods according to the natural attention span of each child, which is normally 15-30 minutes daily during the first two years. The student-teacher ratio is kept very low to enable the teacher to work with small groups of 4-5 children at a time while the others are absorbed in learning games or recreational play. The most effective ratio is five students per teacher during pre-school, LKG and HKG and twenty students per teacher during standards 1 to 5. Story telling must be used to make learning fun and to communicate basic values of goodness, beauty, harmony, responsibility and right conduct. Information on people and other living things, places, history, geography, and other cultures should be presented to the child in the form of stories, pictorial information and explanations combined together to

present facts in a living, integrated context rather than as a series of separate divorced subjects.

2.2 OBJECTIVES

After going through this unit, you should be able to

* understand the Parent's Expectations

* discuss the relation with the total community
* assess the Community
* understand the Linking objects of pre-school education with the expectation of the parents, and the community

2.3 PARENT'S EXPECTATIONS

Teachers are authority figures for both children and parents. No matter how younger or inexperienced you are, parents may look to you as all-knowing because you are the teacher and have had courses in psychology and learning. You are in charge of their child, and they expect you to have answers for all the questions and concerns.

- "Trim has a terrible temper, what can I do?"
- "How do I get Susie to stop sucking her thumb?"
- "Jackie has become terrified of the banging of the radiator….I've tried everything, do you think we'll have to move?"
- "Clare makes me so angry at times, I hit her. I'm afraid I may really hurt her one of these days. What should I do?"

One teacher of four-year-olds was overwhelmed by the personal questions asked by parents who were all older than he. "They look to me as the expert, and I've never even had a child'. Even if you have had a lot of experience or had your own children, you will not have all the answers. But you should have a sympathetic ear, offer support and understanding, and guide parents to resources. You might keep handy pamphlets from the U.S. Government Printing Office, a list of books on child-rearing available at the library, or other resources that you can give to parents. Or you could arrange to have a child psychologist or

pediatrician speak at a parents' meeting or guide parents to other resources either within the school or in the community.

Some parents may not have had pleasant experiences themselves with school. They may come to school expecting you to criticize them or their children. It may take time for you to build up trust with these parents. Promote their cooperation by asking for their opinions and then acting on them, complimenting the achievements of their children and showing genuine respect for the family.

Regardless of socioeconomic background, all parents are concerned that their children succeed in school. They expect you to be able to tell them how their child is doing in terms that are understandable to them. You should be prepared to explain each child's strengths and areas where you think improvement can realistically be made.

Parents expect confidentiality. Teachers share much of children's lives and receive a lot of confidential information about their families. Parents expect your discretion, and they have the right to it. If you expect parents to respect and work with you, to share their hopes and disappointments, their joys and tribulations for their children, then you must be most careful how you discuss any child's background, achievement, or failings with anyone else. This sounds like common sense, but it is and area where professionalism can break down.

2.4 RELATING WITH THE TOTAL COMMUNITY

Children do not live in a vacuum. They are a part of the total community. They have had experiences with churches, hospitals, social welfare agencies, recreational services, and in some cases courts. From living in a community children have acquired some knowledge of their world and many of their values and social skills. The resources of the community continue to influence children even as the school exerts efforts in the educational process. Part of your responsibility is to integrate children's experiences in the community with those in the school.

First, you will need to understand the nature of the community and assess its resources. Many agencies in the community serve children. Other resources can be organized to benefit children's education. If you want to be a part of a

society committed to providing for its children, you'll join forces with other community groups and become an advocate for children. You'll keep the community informed of the school's activities and keep yourself informed of political issues in the community affecting children.

2.5 ASSESSING THE COMMUNITY

Each community has its own characteristics. In order to understand some of the knowledge, values, and social skills children have already acquired, you need to determine the type of community your school or center is a part of. Assessing the community is a continuing process. Walks through some of the neighborhoods can give you an idea of the community's racial, socioeconomic, and cultural components.

Visits to the local library can reveal information about the location of the community's special features-parks, museums, zoos, recreational areas, shopping plazas, business districts, industrial areas, churches, and transportation depots. The library can also provide details of the community's topology and ecology.

Make an effort to visit places of interest in you community to talk with the people about the services they provide. These experiences will help you build a sense of the community and at the same time make you aware of resources. Content from curriculum guide units or themes you have devised makes more sense to children when the resources are familiar. Start your lessons with materials in the children's immediate environment, and then help them to discover and explore more resources in their own community and experiences.

Every community has natural resources, people resources, and material resources. Becoming better acquainted with these means you become a collector, of ideas and materials. You get some answers to questions like "What materials can I get free from commercial establishment?" "What places in the area would be good for a field trip?" "Which people would be useful visitors to the classroom?"

Insights into children's background of experience can be gathered as well. What knowledge or materials do children pick up when they play in the

community? What trees, flowers, and insects are children likely to notice? Are there shop windows they might look in on the way to school? Are there signs that they might read? Smells to notice? Sound besides those of traffic? Knowing about the community, with its sights, sounds, and smells, will help you plan your curriculum, building on children's prior knowledge and experiences. Table 7-2 suggests resources you might look for.

Establishing a community connection is a gratifying experience for all concerned. It works in all communities, from the wealthiest to the most impoverished, as well as for children at all ability levels. At people in the community contribute to children's learning, a new sense of pride in the school springs up (Borden, 1987). Not only do children gain by learning more, but community people become friends and advocates for schools.

2.6 LINKING OBJECTS OF PRE-SCHOOL EDUCATION WITH THE EXPECTATION OF THE PARENTS, AND THE COMMUNITY

With out any doubt, both the parents and the community have certain expectation from the child. Both of the groups, are directed toward fulfilling this expectation, when it comes to child development. Parents expect their children should develop as an intelligent and hard working individual. He/She must respect the values of their culture and must have higher order of discipline and with good moral values. He/She must have got a higher education and must be placed in a higher level in his occupation in particular and society in general. On the other hand, the community wants them to be the trustful member of the community and must follow and develop the ethics, rules, and norms of the community. Community wants them to be a honest members of it.

All the pre-school education programmes are directed to fulfill to a maximum extent, the expectations of both the parents and the community. If children are to grow and to develop skills, attitudes and characterizes that enable them to live productive and satisfying lives, they must be support by a good pre-school education.

Some of the objectives of the pre-school education are:

1. To foster the intellectual, emotional and moral development of the child so that the expectation of both parents and the community will be fulfilled.

2. To enhance the quality of socialization process, so that the child is well adjusted with the society.

3. To provide a greater opportunity for the child to learn effectively and efficiently and have better social competence.

4. To improve the academic interest of the child through some play way teaching methods.

5. Applying the concepts of educational psychology, to improve the learning and retention skills.

Check Your Progress:

Note: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the unit.

1. Name any two objectives of the pre-school education

2.7 LET US SUM UP

In this unit we have looked in to the Parent's Expectations, discussed the relation with the total community, assessing the Community, and finally analyzed the Linking objects of pre-school education with the expectation of the parents, and the community.

2.8 UNIT END EXERCISES

1. Write a note on assessing the Community.
2. Discuss the expectations of the parents and the community regarding the pre-school education?

2.9 ANSWERS TO CHECK YOUR PROGRESS

1. i) To enhance the quality of socialization process, so that the child is well adjusted with the society.

   ii) To improve the academic interest of the child through some play way teaching methods.

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UNIT III

STRUCTURE

3.1 Introduction

3.2 Objectives

3.3 The concept of parent involvement

3.4 The concept of parent involvement

3.5 Link between the preschool and the community

3.6 Let us sum up

3.7 Unit End Exercises

3.8 Answers to Check your Progress

3.1 INTRODUCTION

During the past three decades, many educations have pointed recognition of the importance of the changing role of parents as partners to the schools. Home school relations have two broad goals.

1. To bring about a better understanding, between parents and teachers.

2. To give a better opportunity to learn even outside the school

Both the home and the school have important functions to serve in educating the child. Neither can work effectively without the understanding support and assistance of the other. The quality of the teacher parents relationship during this early childhood, period, will have an influence upon the child throughout the formative years. Parents and teacher can offer invaluable assistance to each other in their efforts to understand the child. The teacher may discover more about through his/her personal interaction with the parents. Thus, they can jointly work together for the development of the child.

3.2 OBJECTIVES

After going through this unit, you should be able to

* understand the concept of parent involvement
* discuss how parents and teachers work together
* analyze the link between the preschool and the community

3.3 THE CONCEPT OF PARENT INVOLVEMENT

There have been important developments regarding the role of parents in the education of their young children. Perhaps the most important factor was political in nature resulting in a demand, growing out of the civil rights movement, on the part of low – income and minority groups that control of the education of their children be returned to them. This demand resulted from the fact that the public schools had failed to enable children of such groups to succeed in school and at the same time allow time to retain pride in their

respective cultural heritage. A second factor was the mounting research evidence pointing to the importance of parent-child interactions in bringing about conditions, the exact variables of which are not yet clearly understood, that are necessary for the stimulation of early cognitive development. Theoretically, at least, such stimulation is necessary if children are to be able to cope with the expectations of the public schools.

So, great was the conviction of the importance of the above factors that federally sponsored programs such as Head Start, Follow Through, and the Parent Child Center, mandated parent involvement. The implementation of these mandates varied from complete control, including conducting the instructional program itself, to more or less superficial participation in occasional meetings, invited classroom visits, and field-trips. As a further safeguard to be sure parents were involved, half the members of Advisory Councils or Committees had to be parents of the children served. In theory, these groups had considerable power in making decisions regarding staffing, the nature of the program, and influence on administrative and supervisory matters. In practice, these groups often participated only to the extent of approving what those in charge wished them to approve. As time went on, with encouragement from consultative services provided to the programs, poor people were, for the first time, learning to have a part in the destiny of their children.

Although parent involvement certainly is educational in nature, for parents, a clear distinction should be made between parent education and parent involvement, as the concept of parent education appears in much of the earlier educational literature. The term parent education connotes that the parents are learners being "taught." Parent involvement places stress on parents as teachers of their children and having a decision-making role in what should be taught and by whom. Implicit was the argument that children disadvantaged by racial discrimination and poverty have a cumulative deficit of early home and community experiences seemingly necessary for later academic success in the public schools. Hence the need arises for involvement of parents in the early and/or compensatory education of their children. However, there may be an "inherent contradiction between the arguments that have to do with cumulative deficit and those which support ethnic pride and self determination for ghetto communities". IF the goal of later success in public school is to be reached, then parents must acquire the skills and strategies necessary to be the teachers of their

young children. Accordingly, parent education and parent involvement cannot be independent' of each other. This complex problem calls for innovation and change never before demanded of education.

Both the home and the school or centers have important functions to serve in educating the child. Neither can work effectively without the understanding, support, and assistance of the other. Guiding the development of the child is a cooperative endeavor. The parent and the teacher or caregivers need to see whole child, as he or she reacts in life at school and at home in order to provide a complete program. The quality of the teacher-parent relationships during this early period will, have an influence upon the child throughout the formative years.

3.4 THE CONCEPT OF PARENT INVOLVEMENT

Placing emphasis on parents and teachers working together, Washington reports on an effective approach for helping urban, children develop positive "I can" concepts. Paramount is a systematic approach designed to help parents improve their effectiveness as builders of self-esteem in their children. Enabling parents to accept responsibility as educators of their children, especially in the affective area, and to realize that success or failure in life for their children may depend on their effectiveness in this role is one of the major goals of the Success Program.

Contact between parents and teacher should be a two-way process, from home to school and from school to home. In schools or centers where parent involvement is not required parents often feel the school should contact them and may times the teacher wishes the parents would invite her or him into the child's home for a friendly visit. Some teachers are hesitant to call the parents' attention to this need for partnership in working with the child, either because the teacher is rather inexperienced or the parent has given a false impression of dominance or lack of interest in discussing the child's development. The teacher may have given parents this false impression by being too impersonal, distant, or hurried. Some parents do not understand that the teacher is interested in the child's home life from the time he or she leaves school until his other return, because it will assist the teacher in working with the child at school. As late as

1959 the concept that parents could have "correct" educational goals for their children seemed remote as indicated by the quotation from Brim:

The educator must know and state his own values, work with parents to do the same with theirs, assist in the achievement of those which are agreed upon, seek democratically to win the parent to his point of view, where they disagree, by rational persuasion, and, finally, withdraw and refuse to help where the parent insists on the pursuit of goals which the educator believes to be evil.

Inadequate communication between school and home pertaining to aims or goals may hinder the continuous progress of the child.

3.5 LINK BETWEEN THE PRESCHOOL AND THE COMMUNITY

Children do not live in a vacuum. They are part of the total community. They have had experiences with churches, hospitals, social welfare agencies: recreational services etc. from living in a community children have acquired some knowledge of their world and many of their values and social skills.

The resources of the community continue to influence children even as the school exerts in the educational process. Part of the pre-school education's responsibility is to integrate children's experience in the community with those in the school.

Many agencies in the community serve the children. The resources of the community can be organized to benefit children's education. Each community has its own characteristics. In order to understand some of the knowledge, values and social skills, children must be given exposure to all those areas of the community. As people in the community contribute to children's learning, a new stage of pride in the school springs up. Not only do children gain by learning more, but community people become friends and advocates for schools.

Check Your Progress:

Note: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the unit.

1. Mention the two broad goals of Home school relations.

3.6 LET US SUM UP

In this unit we have looked in to the concept of parent involvement in detail. We discussed how parents and teachers work together and analyzed the link between the preschool and the community.

3.7 UNIT END EXERCISES

1. Discuss the concept of parent involvement in detail.

2. Explain how parents and teachers work together.

3. Analyze the link between the preschool and the community.

3.8 ANSWERS TO CHECK YOUR PROGRESS

1. i) To bring about a better understanding, between parents and teachers.

ii) To give a better opportunity to learn even outside the school.

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UNIT IV

STRUCTURE

4.1 INTRODUCTION

Have you ever felt the messages you convey are not communicated properly or have you ever felt guilty of not conveying the message as it wants to be conveyed? If so it is because of your weakness towards communication skills. Apart from the basic necessities, you need to be equipped with habits for good communication skills, as this is what will make you a happy and successful social being. In order to develop these habits, you need to first acknowledge the

fact that communication skills need an improvement from time to time. The only constant in life is change, and the more you accept your strengths and work towards dealing with shortcomings, especially in the area of communication skills, the better will be your interactions and the more your social popularity. Thus the present unit enables you to get a detailed picture of the need and importance of developing communication skills and feel confident and empowering to face any type of situation in life.

4.2 OBJECTIVES

After going through this unit, you should be able to

* define communication
* understand the communication as an essential component in establishing linkages
* discuss the hurdles in establishing the linkages
* analyze the ways to overcome barriers in communications
* analyze guide for parents in selecting a program

4.3 COMMUNICATIONS AS AN ESSENTIAL COMPONENT IN ESTABLISHING LINKAGES

To establish a strong partnership between the pre-school and the parents, a clear communication is mandatory. The communication must be a two-way process and both the sides must be free to talk to each other regarding the development of the child. Person-to-person and day-by-day relationships are important, not only in their immediate results, but they affect the entire school and community. Organizations are important and necessary but, as long as teachers continue to 'speak' to parents and parents to teachers, there will be no gaps to bridge between the school and the community.

The teacher must be well informed about the day-to-day activities of the child at home, his reactions to the home environment. On the other hand parents must be informed about what the child is doing at school, his involvements in the studies and his general commitment with the studies. This necessitates the proper communication of the pre-school and the parents.

4.4 HURDLES IN ESTABLISHING THE LINKAGES

In the road to pre-school education, there are some hurdles pertaining to communication of parent and pre-school. Some of them are:

1. Both the parents and pre-school lack the awareness of the importance of the communication.

2. When the parents and the teachers can't find enough time for mutual communication then there is break in formation flow.

3. Lack of mutual understanding between the parents and pre-school.

4. When either the parent or preschool doesn't show enough commitment and responsibility towards child development.

5. When the educational and socio – economic background of the parents are not up to the mark, it may hinder the communication.

6. When there is lack of cooperation between both the sides; communications breaks.

7. When the communication schedule is not proper, the effectiveness of communication decrease,

4.5 WAYS TO OVERCOME BARRIERS IN COMMUNICATIONS

Communication is not always successful. Several things can prevent the message from reaching the intended recipient or from having the desired effect on the recipient. There may be some fault in the communication

system which may prevent the message from reaching. Some of these defects are in the mechanical devices used for transmitting – medium, some are in tools we use for communication – language, and some are in nature of persons who are engaged in communication – the sender and recipient / receiver. Sheehy states that, "Person'-to person and day-by-day relationships are important, not only in their immediate results, but they affect the entire school and community. Organizations are important and necessary but, as long it teachers continue to 'speak' to parents and parents to teachers, there will be no gaps to bridge between the school and the community." Teachers and parents communicate in many ways including the following:

Parents and Teachers Communicate

Regardless of the type and gals of the center or school, its program will he greatly enhanced by maximum parent involvement and participation. The strategies suggested in the following several pages have been useful in many different types of situations in an attempt to improve parent-teacher-child understandings and relationships. Removing the barriers in communication between the parent and the preschool is the first step in the child development. Some of the techniques that foster communication are discussed here.

Home Visits

Too often plans are made for the parents to come to the school for a visit and yet no recognition is given to the need for the teacher to become acquainted with the child in his own home. A family interview, in order to fill out a child, history, is a helpful way to learn the home surroundings. The child becomes better acquainted with the teacher by actually seeing her or him visit in ill child's home. The parent is more at ease in familiar surroundings and more apt to verbalize problems or questions. The teacher gains much through actually seeing how the family lives and how they feel about sending the child to school. Insight into feelings between family members may result from such a home visit. Teachers usually find a home visit will be more profitable if (a) the visit is arranged at the convenience of the parents, (b) there is adequate time for both teacher and parent to talk uninterruptedly, and (c) the child playing nearby where

he can be observed, yet not always within bearing distance of the adults' discussion.

Home visits before the child enters school are valuable for the teacher and the parent in becoming acquainted and in giving insight into the background of he child. A friendly social visit will make the child, as well as the parent, more comfortable on the first day at school. The visit will make the child feet important in the eyes of the teacher, and it will help him or her to feel secure as the circle of peers at school is enlarged.

School visits

The parent, accompanied by the child, needs to visit before the child enters to become acquainted with the facilities and to encourage the child to anticipate entering the program. These visits also make it possible for the parent to learn about the program and to assist the teacher in orienting the child to her or his first days at school.

Communication between parents and teacher needs to be encouraged when the parent brings the child to school each morning. Some teachers give parents the impression that it is not necessary or desirable for the parent to remain at school. Thus, the parent gradually builds up the feeling that it is not good to linger or to spend a part of a day in the school. When this results, communication has broken down between teacher and parent. The parent should be encouraged to stay long enough to see that the child is engaged in an activity then leave.

Too often the personnel give the impression that they feel parents are prying into their activities. Not only do the parents have the right, but they also have the responsibility to know what the school is doing for the child and how the school plans to develop its program. Both the teacher and the parent may gain further insight into the child's behavior through a conference held soon after a visit or planned observation. Scheduling the visits so that only one child's parents observe and visit the school on a given day will be more profitable and less disturbing to the children and the activities under the teacher's direction, than if several parents visit on the same day. The teacher needs to (a) develop an understanding of the place for and the importance of a

planned visit to the school, (b) plan ahead, setting the actual time and date of the visit, (c) plan the procedures for the visit with both the child and the parent, and (d) provide for free time to discuss the child's activities as the parent observes the child or at an early time shortly after the visit. If a simple observation guide in the form of suggestions for the visit is provided, the parent will feel more comfortable the first observations may be more profitable. Soon parent feel less dependent on an extrinsic factor. However, these written suggestion may be profitable at each visit, if they are planned to point out certain phases and aspects of the program or to assist the parents in gaining deeper insight into their child's development as he or she works, plays, and lives in a school situation. Some teachers do not find it desirable to prepare an observation guide; they prefer to make accessible pad and pencil so that the parents may jot down questions or comments to be discussed later in the follow-up conference.

For example, one teacher planned for parent observations to follow a group meeting that was devoted to the specific topic, "The Child's Adjustment School." Following a discussion of the topic, the teacher talked with the parents about planned observations at school and distributed "guides pointing out various aspects of adjustment to be observed. A school visit was scheduled for each parent, to be followed by an individual conference.

Telephone Conversations

Frequently a telephone conversation is thought to substitute for a conference. Like casual visits, these conversations make a definite contribution and have a place in communicating with parents. Minor routine situations, unexpected developments such as illness or a visit to the doctor, or some item which the teacher does not wish to discuss before the child may be discussed on the telephone. Schedules conferences can be confirmed by the teacher with a parent in a telephone conversation, especially if the parent does not have the opportunity or does not avail herself or himself of the privilege of casual contacts.

Casual Visits

Parents communicate much information to the teacher and to other parents as they bring children to school or call for then later. The teacher can

secure many cues as to a child's behavior and parent's attitude through analyzing remarks made in these casual contacts. It is necessary for the teacher to be alert to these cues because they may aid in gaining insight into how to work most profitably with the child during the day. The mother who state "We a running late this morning, we all overslept as we had unexpected relatives arrive late last night," may be giving many hints of how this will affect her child's at school. These contacts also give the teacher an opportunity to comment to the parent about the child. For example, she or he may say, "Jenny seemed tired today Did she watch television after her bedtime last night?" or. "Ragu sang alone in music today."

The value of casual contacts should not be underestimated; they make a significant contribution to the parent-teacher relationship by establishing rapport, paying the way and providing a means for scheduling the planned conference at a date. Through these contacts, the teacher, the parent, and the child share moments of unified interest' and learn to talk freely, one with the other.

Planned Conferences

Through these frequent, casual contacts, many so called conferences are held by parents and teacher. However, they should not replace the scheduled conference. Sometimes teacher feel that it is not necessary to hold regularly scheduled conferences if they know the family and can develop an understanding of the child's home background through these informal discussions. Too often the true feelings of the parent, or the teacher, or the child, may not be revealed in a casual visit; the problems needing discussion may be of the nature that the parent and the teacher do not wish those nearby to overhear. In addition, the teacher has not had time to study the child's record and to prepare for the conference, and the time is too limited to discuss problems, plans, purposes, procedures, progress, and follow-up activities. Many more areas can be discussed, recorded information studied, and feelings communicated in a planned conference.

Many teachers ask how they can actually communicate with a parent in a conference. A teacher needs to:

- Recognize that each parent is an individual with personal needs, attitudes, values, and beliefs and accept the parent as a person even though differing with his or her beliefs.
- Accept her or his responsibility to plan and prepare for the conference by organizing thoughts end materials prior to the conference.
- Arrange for a place for the conference where there will be no interruptions.
- Provide uninterrupted time and give the impression of being unhurried and interested in the child and the parent and of being informed as to goals for the progress of the child.
- Be warmly accepting of what the parent has to contribute.
- Be honest and truthful; keep personal feelings, facial expressions out of the situation and avoid appearing shocked.
- Listen and find out why the parent feels or thinks as lie or she does.
- Encourage the parent to work out possible ways of meeting problems.
- Avoid destructive criticism.
- Allow time for changed thinking, do not force thinking or advice on parent.
- Remember that the conference should be kept strictly confidential and treat a parental or child problem in confidence.
- Conclude the conference on a helpful and professional basis, by questioning what suggestions the parent has for follow-through or further work with the child at school as well as planning with the parent for home activities and for further conferences.
- Reassure the parent that the teacher and the parent are partners in planning for and working with the child at all times.

Observation form for parent

A short observation form may be helpful to both the teacher and the parent to use as a guide in a conference after the parent has observed the children in a group situation. A tentative form that could be useful follows.

Aims of the parents observation

1. To understand what children are like who are the same age as your child.
2. To know the daily schedule and the why's of various activities.
3. To learn how the teacher guides each child.
4. To attain insights as your child relates to the other children.

As you observe, try to be objective and avoid seeking out your child. Instead observe as many children as you can. Think of this experience as a learning one, stay in the background, and write down questions or points as they occur. A planned conference will follow your observation.

Points to observe

1. Observe the teacher in a variety of activities.
   a. Note how children's questions are answered.
   b. Watch how she or he relates to each child, what is said and done.
   c. How is she or he alert to any and all situations?
   d. How is the group guided smoothly into other activities?
   e. How are difficult situations handled?
2. Would you have handled activities in the same way or what would you have done differently? Why?
3. Observe certain children other than your own.
   Note the following:
   a. How they respond to other children. Examples of sharing, trying to join a group, difficult behavior.
   b. How independent are they in activities?
   c. Are there special abilities shown by certain children in art, music?
   d. Use of language, number of questions.
   e. Length of time the child stays with an activity.

Parent Participation

There are innumerable areas in the school's activities in which the parents call enriches the curriculum. Some parent participation will extend and enrich

the school experiences; however, the type and the amount of the participation should be carefully considered so that the amount of the parent activity does not usurp the authority or the leadership of the teacher. Areas ill which parent participation is particularly helpful include storytelling, music and art activities, field trips group parties and picnics, library activities, celebration of special events or holidays, and parent work-parties. Or a parent could be it resource person in a specialized area or activity. As the parents work and talk together with the teacher and the children, they develop a greater interest ill and a deeper understanding of the program. In each group of children there will be some parents who have special talents or hobbies and who have the time and facilities to profitably enrich the lives of all the children through use of this talent. Opportunities for all parents to contribute in a variety of activities will build pride in the child's heritage and appreciation of the worth and dignity of all occupations.

In the parent-cooperative-school it is expected that each parent will participate at specific times during the week as an assistant teacher. In all the participation of adults in programs for young children, a plan of weekly, discussions between the directing teacher and the parents is essential for good management.

4.6 GUIDE FOR PARENTS IN SELECTING A PROGRAM

A parent's selection of a program for a child less than six years of age should be regarded as an important decision in terms of what will contribute most effectively to mental, social, physical, and emotional development. The task is a difficult one as there are no set standards or guarantees as to the qualifications of the program personnel. Here is a list of generally accepted information use to parents in identifying suitable programs for their children.

Purpose

Is the primary purpose to provide a program that fosters the total development of the child?

Program

Is the primary purpose of the program to provide an organized, continuous experience suited to the maturity level and growth pattern of the children attending?

Is the program so designed that regular continuous attendance is expected of each child?

Does the program provide for continuous uninterrupted growth of the child as he or she progresses to other units within the center and to units outside the center?

Are the records of each child systematically kept and available to the next unit? Is the period scheduled for operation adequate for such a program?

Does the daily period of operation require additional plans for child? If so, are these planned to be developments, and are additional staff and facilities provided for this service?

Are there adequate provisions for the planned educational program? Health program? Nutritional program? Social Services?

4.6.1 Personnel

Are the adults in charge professionally competent?

Do teachers meet the certification requirements for specialization in early childhood education?

Are associates, aides, and volunteers utilized?

Is the adult-child ratio adequate so that individual and group experiences are provided for young children under proper guidance?

4.6.2 Facilities

Is the center easily accessible?

Is adequate space indoors and outdoors provided?

Are facilities carefully maintained according to best practices for health and sanitation?

Are adequate and appropriate equipment and materials provided?

4.6.3 Health and safety

Are there adequate provisions for health and safety?

Are food services available, adequately supervised, and sanitary?

Is the food nutritious?

Are health records kept of employees and children?

What plans are made for children who become ill at school or center?

4.6.4 Special services

What types of special services are provided?
How are these offered?
Are person rendering this service fully qualified and certifies?

Check Your Progress:

Note: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the unit.

1. Mention any two ways in which Teachers and parents communicate.

4.7 LET US SUM UP

In this unit we have looked into the definition of communication. We understood the communication as an essential component in establishing linkages, discussed the hurdles in establishing the linkages, and analyzed the ways to overcome barriers in communications and finally analyzed the guide for parents in selecting a program.

4.8 UNIT END EXERCISES

1. Why communication is very important to establish linkages?
2. What are the hurdles in establishing linkages?
3. What are the ways to overcome the barriers in communication?

4.9 ANSWERS TO CHECK YOUR PROGRESS

1. Home visits and Telephonic conversations.

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BLOCK - II:FORMAL AND INFORMAL STRATEGIES

UNIT V

STRUCTURE

5.1 INTRODUCTION

We all know that parents play an important role in the development of their child's personality. They are the child's first teachers and have the primary responsibility for their child's development. Parents and Teachers, therefore, must function together as partners to help the children learn and grow. Preschool programs and initiatives can only be successful if they receive support from parents and the community. Parents can be involved in the preschool programmes in two ways (a) Educating parents about different aspects of child development, health and nutrition, pedagogy of the preschool education and the

type of activities they should be conducting with their children including those with special needs at home. (b) Using parents as a resource in the preschool programme.

5.2 OBJECTIVES

After going through this unit, you should be able to

- * understand the Community in Education
- * understand the Community Participation in deferent ways.
- * discuss the involvement of rural parents and urban parents in the pre-school programme.

5.3 COMMUNITY IN EDUCATION

Seeking community involvement in elementary education in post independent India is a relatively recent phenomenon. The abortive community development programme, started in 1952, concentrated more on economic development, though even there it failed to take off because of the resistance of the bureaucracy to surrender its powers to community institutions.' The three-tier Panchayat Raj system suggested by the Balwant Rai Mehta committee in 1957 remained similarly stillborn, since regular elections to these 'bodies were not made mandatory. As far as education is concerned, the Constitutional directive that the state "shall endeavor to provide free and compulsory education till the age of fourteen in ten years" remained the hallmark of national policy. The inability of the state to do so in the 1o year period that ended in 1960 forced it to set up the Kothari Commission in 1966 to recommend what ought to be done. Among a host of recommendations, the Kothari Commission reiterated the responsibility of the state towards providing basic education by asking the government to provide at least 6 per cent of the GDP of the country for education-something the state has continued to disregard till date.

Though there are examples of religious bodies and other sections of society taking initiatives in providing school education, the reasons may sometimes be dubious. It has mostly been understood that the responsibility to bring in universalization of elementary education lies with the state. These examples include the work of Christian missionaries, the Arya Samaj through its DAV schools network, Muslim madrasas, and the schools of the RSS. Public

schools-purely commercial, profit-making schools catering mostly to the rich-have of course proliferated in recent times in the era of privatization, and have sometimes in hilarious and ludicrous forms reached even the villages to cater to their needs of the growing rural elite. But in spite of all such non-state initiatives, more than 90 per cent of the nearly two hundred million children in the age group of 6-14 in the country are still dependent on the state school system.

Even before the passage of the 73 rd and 74^{th} amendments of the Constitution in 1994 that may the elected three-tier Panchayat Raj Institutions. (PRIs) mandatory, the government had begun to concede that its delivery mechanisms were not adequate to meet the needs and aspirations of the majority population living in far-flung and remote areas. Independent of the state processes, the phenomenon of voluntary groups-mostly referred to as NGOs now-spreading to remote areas for work amongst needy communities gained momentum in the early 1970s, and by the mid 1980s, they had proliferated throughout the country. Accepting that the state delivery system was inadequate or insufficient to "take" development to the people, the sixth five-year plan document for the first time outlined the need to involve the community in developmental efforts, and identified the voluntary groups as the medium for such involvement and made but gentry provisions for their use. Such involvement was greatly sought during the poverty alleviation "garibi hatao" days and a separate body, the Council for People's Advancement and Rural Technology (CAPART) was carved out under the Ministry of Rural Development to exclusively cater to voluntary agency funding for rural development.

Rabindranath Tagore once said 'Life's aspirations come in the guide of children'. But what is the world of children today and what kind of world do we aspire for them in the future? These questions have fallen fed the minds philosophers and educationists through the ages. In every country developed or developing the resources and abilities of its society are constantly being challenged in the search for strategies to meet the needs of children.

In the third world in which India has a large presence, the scenario is changing rapidly. If children are our aspirations, they too have to become read

to meet the accelerating changes in the next century. So the need to invest in the young is all the more urgent.

Official recognition on the role of parents in their children's education was given in the educational acts of 1980, 1981, 1986 and 1988.

These acts refer to aspects of the relationship between home and family which is the basic unite of community. These legislations authorize the parents exercise their rights in the choice of school, involvement in assessment, representation on governing bodies and access to information. This increases involvement of parents in their children's education. These acts introduced the concept of "Accountability", of schools to parents.

The involvement of parent along with the extended family i.e. the joint family system, which in turn forms the community can be traced back to earlier times in India. The assistance given to the family in the care of young children by the community was of socio-religious in origin. Some early beginnings in education were made by placing young children under the tutorship of respected 'gurus'. But such formalized educational was restricted to the higher strata of the socio-religious groups in society. The less privileged young learnt through imitating and from role-models who were mostly from the family circles, like sibling caretakers and grand parents.

5.4 COMMUNITY PARTICIPATION

The discussion till now has been molded from the notion of community participation as expressed in policy formulations emanating from the state. Is that sufficient for analyzing such a wide-ranging notion? The answer has to be no, since community participation is not merely a set of guidelines or organizational procedures; it is above all a concept full of political meanings.

At one end we have the Marxian viewpoint from which community participation would appear as a retreat from the essential task of capturing state power through class struggle. Instead of leading the poor and marginalized into a political change, community participation could in fact, from this perspective, appear to provide legitimacy to the existing state by providing it with a smokescreen, as to how accommodating and sensitive the state is to the needs of

the people. Its widespread use today prompted one commentator to describe it as: “the aerosol word of the 70s because of the hopeful way it is sprayed over deteriorating institutions, “which sounds very apt for the institutions of India of the 1990s! A counterview might be that particular form of community participation might actually lead people to fight for their legitimate rights, and need not therefore be inimical to the assertion of their political rights.

This necessitates a closer examination of the concept of community participation. In general, a participatory approach implies a major, but not exclusive role for local populations in allocating rights and responsibilities. The substance of participation is, however, ill defined and obscure-who is participating, how and in what; who had decision-making and regulatory powers, and who has access to resources and funds. Taken together, these constitute a set of political issues. We may outline a typology of participation in the following manner:

5.4.1 Passive Participation: People participate by being told what is going to happen or has already happened. Decentralization of administration is often held out as a modality that increases participation. However, when the decentralization is no more than extending the reach of the administration to lower levels by adding tiers from the district to block to Gram Panchayat levels, the participation may at best be passive in that a local official is handy to inform people about the decisions of government.

5.4.2 Participation in Information Giving: People participate by giving answers to questions posed by extractive researchers and project managers, A lot of participatory research ends here, since the analysis, policy formulations and implementation strategies are formulated by the project holders.

5.4.3 Participation by Consultation: People participate by being consulted and external agencies listen to their views. External agencies define both the problems and solutions. In this category, the interaction with the people may be more human than formal and the nature of consultations may be sensitive to the language, customs and priorities of the people.

5.4.4 Participation for Material Resources: People participate by providing resources-for example, labor – in return for cash or food. Many rural,

development schemes require such an assurance from project holders, and the quantum of participation is judged by the amount of non-cash contributions from the community. In fact many schemes already prescribe such participation in percentage terms as a norm!

5.4.5 Functional Participation: People participate by forming groups to meet predetermined objectives relating to the project, which can involve the development or promotion of externally initiated social organization and goals. One might cite the watershed development programme and the mass literacy campaigns as approximate examples of such participation.

5.4.6 Legislated Participation: People are endowed with constitutional rights to create local forms of governance. The 73^{rd} and 74^{th} amendments of the Constitution are examples. However, the functionality of such bodies is critically dependent on the actions of the state to devolve powers, resources and institutions to such bodies, and to equip them in every sense to perform their obligations.

5.4.7 Interactive Participation: People participate in joint analysis, which leads to joint action-plans and formation of new groups or strengthening of old ones. The people's Planning Process of Kerala, where every panchayat has made its five-year plan which has been incorporated in the overall ninth plan of the Kerala state, Aith assured funding for each of the lock plans, could be an illustration for this category of participation.

5.4.8 Self-mobilization: People participate by taking initiatives independent of external change systems or agents. With some variation, many people's movements would fall in this category.

It needs to be emphasized that the above typology is neither exhaustive nor sacrosanct and it would normally be very difficult to fit real examples neatly into a particular category, since they would have overlap with more than one category The categories are at best indicative of the differentiation in the term "participation".

If such differentiation can be traced to the term participation, the term community must also be complex, which it surely is. We find an increasing

stress on the ideal of a culturally and politically homogeneous, participatory local social system in developmental literature. The focus of much participatory work on "community meetings" as the forum for decision-making, representing perceptions in the form of "Community map" as if only one view exists, and striving for a single "community action plan" or a village plan that will somehow meet the needs of the entire community are signs of this ongoing simplification. Inequalities, oppressive social hierarchies and discrimination are often overlooked, and instead, enthusiasm is generated for the co-operative and harmonious ideal promised by the imagery of "community".

This sometimes carried forward in the belief that "the people" can do no wrong, communities' arc inherently good and community action is sufficient for the practice of alternatives and political action is to be avoided. The belief often extends to characterizing the state as the problem or part of the problem, and stating that alternative development must as much as possible proceed outside and perhaps even against the state. Thus, the state is defined as the enemy-bureaucratic, corrupt and unsympathetic to the needs of the poor. The emphasis, therefore, is to bypass the state and to concentrate instead on local communities, which are considered moral and autonomous. For many, the voice of the people cannot be in conflict with itself; it speaks truly. And since the state is regarded as venal, politics is best avoided, it would only contaminate the purity of fact-to-face encounters in the neighborhood and village which, in turn, would negate an authentic, people-centered participation. Such a reading of the community, akin to that of an all-but-anarchist programme along the lines of Kropotkin's writings, or even Gandhi at times, is a visible influence amongst many practicing groups.'

It should, however, be contended that though participation must begin at the local level with communities, a project cannot end there. Whether we like it or not, the state continues to be a major player, and we want it to be a major player if education is to be universalized or sustained livelihoods for the vast majority of the poor have to be ensured. Local empowering action perhaps requires a strong state, particularly in times when the dominant market mechanisms can marginalize the poor further without state mediated safeguards. Communities themselves have class, caste, gender, religious and ethnic fault lines. In particular, the universally subordinate role of women requires us to identify yet another source of social tension and conflict that cuts across all of

the others, and operates not only in the community but at a much local scale, the household. Each of the several social groups within a territorial community is likely to see its situation from its own perspective and contend over the same and always limited resources-something most visible in the share of assets created under watershed programmes. Territorial communities are thus necessarily also political communities, rife with the potential for conflict. And these conflicts are unlikely to be contained locally. They are likely to spill over into regional and national political arenas. A politics of claiming is inherent in development, be that in the economic or the social sector, which is always about the use of common resources or entitlements (usually controlled by the state) and the removal of those structural constraints that ensure that the poor stay poor.

If community participation is to advocate the social empowerment of the poor, it must also, therefore, advocate their political empowerment. The case being made here is not to deny the principle of community participation in the pursuit of social and economic development, no matter how fractured the community may be. The point being emphasized is that it needs to be judged in each instance as to how much political empowerment it brings to the participants. A techno managerial and apolitical approach to community participation may appear to give some short-term gains, but it contains the danger of increased political disempowerment of the poor, the women and the marginalized, which is the final analysis cannot be in their interest.

5.5 THE RURAL SCENARIO

Kindergartens, crèches and day care centers may be a normal way of life for the middle class urban child but not for the young child of the rural poor, integrated child development services has proved that investing in child development goes a long way in developing human resources. In recent times the primary educational needs of the rural children are also given importance and programmes are being evolved to suit their needs.

The pre-school programme in the rural areas is more community based as it stems from the needs of the community. Since the need for preschools emerged along with the other needs related to health and hygiene, one person plays multiple roles of teacher – cum – community worker cum health, care

worker, spanning many activities, such as health care, home visits, and organizing self help groups.

In most of the rural household, both husband and wife had a 16 to 18 hours schedule per day. This led especially in women; to a lot of physical stress, affecting their health, many with small children left them with others or took them along to work. Now most villages have an '**Anganwadi'** of the integrated Child Development scheme. The attendance in these schools is more than 50 percent.

The reason for others not going to school was the need for them to do household chares or take care of younger siblings. Many of them were themselves 6 years of age, and hence deprived of opportunities for their own childhood and education, so while the child was the psychological centrality of the mother's life, her options was either to earn to feed the child or care for the child.

But in many of the rural areas in our country like Tamil Nadu and Gujarat substitute care of children has been evolved with Government as sponsors; or with help form many NGO's. Initiation of childcare centers in the rural areas requires tremendous inputs from the community. These centers combine day care and pre-school activities.

Some of the special features of these rural based centers are:-

1. Timings to suit the needs of the community especially mothers.

2. Programme evolved with regard to the need for care and education,

3. Choice of child care worker usually from the same community and caste.

4. Promoting varied models and catering to a wid age group including infants, pre-scholars and older children.

Most families who send their children to the centers are agricultural laborers who use the centers full time other families, send their children for about two to four hours, either when they go for outdoor tasks, or as a means of stimulation.

In some villages,mothers send their children to the center only on days they have employment.

The centers are usually housed in the caregivers home the local temple or dharmashala. Some centers have made the place cheerful with indigenous toys and pictures. In pleasant weather children much time outdoors. Timing has been essentially flexible. Some centers work form 11.00 am to 5.00 pm, some others begin at 8.00 am When mother leave for work. The mother has the option of leaving her child earlier or later. Some centers work longer hours during the monsoon, a peak season for agricultural work.

The selection of care given from the community and the training given to them plays an important in the success of these centers. They should be concerned with social-issues have willingness and minimum availability have personal traits such as love, care & tolerance, acceptable in the household responsibilities. She in turn shares her training, new skills and awareness with other women in the community. They are able to articulate and sort out problems through collective discussion and action.

All training camps and workshops are participatory in nature; with popular songs, games, drawing arts and crafts, films and simulated exercises. They should have an understanding of how ‘children learn, what children of different ages do etc.

A variety of games that aid in overcoming inhibition of speech, movement and emotional expressions; are encouraged, riddles of puzzles, guessing games; are done. Since the care-giver are themselves involved in activities, the environment is non-threatening and the whole process is pleasurable. The routine in these centers is emerged spontaneously from natural concern and commitment. The older children take the lead to organize activities and games for the younger ones.

Parents and other women in the village drop in on a regular basis, sometimes to help the care-giver and participate in the various activities and sometimes to observe or inspect the functioning of the center.

Since the induction of these child-care centers in the rural areas, the lives of women at all leaves has changed for the better. A mother can go for work

without tension, relieved of one of her major responsibility, she need not stay at home; or tape the child to the work-place; so the family income increased. In between she can come to feed the child. She is also able to devote 2 to 3 hrs; for meetings which she could not do earlier because of her tension and anxiety women now have a place to share problems with other women in the community.

Because of these child care centers in the rural areas; interaction in the community especially among women has increased. The center has become the place for everyone to meets visitors from voluntary agencies. Health workers and NGOs; visit the place regularly. Postal-service is also available, these centers.

How in many villages, child-care is being viewed as a major support for families, even men in the community and fathers are assisting the care-given. They bring fuel for the food; cooked in the center, fix-up-lights, attend to repair and moreover convince other men to permit their wives' to participate in the centers activities.

One of the greatest achievements of these child-care centers in the rural area is the mingling of upper, and lower caste children and mothers with each-others. These centers have empowered the women in the community and the worker, or care-giver in these center in seen as a representative or te 'spokes-person' of the community. The person is sent to speak to outsiders, like the government people or the police.

From the children's point of view the rural children who were shy and inhibited; are smart; and willing to express themselves; they are intelligent and confident. Their health is better as women are more aware of cleanliness, immunization.

It has proved, the children who have attention; pre-school programme; are better prepared for Regular school the enjoy learning; they out score the children without preschool experience.

5.6 INVOLVEMENT OF URBAN PARENTS IN THE PRE-SCHOOL PROGRAMME

The involvement of the parents in the pre-school education, evolved. Over the years as psychologists and educators; emphasized the importance of home, environment and interaction of the teachers and parents for a thorough understanding and development of the child.

At the beginning stages of ‘pre-school movement’ parents were seen as ‘problems’ and the teachers or care-takers at the school, preferred non-interference from the parents, but this attitude slowly changed and gave way to a new ideology where teacher and parents were seen as ‘parents’ and they were interdependent, in their pursuit of developing the child growth potential in all directions.

The pre-school is the child’s first experience with strangers away from home regularly. The child spends 3 to 5 hours in the class room; and the rest at home. Therefore what the parents are like, what their ideas are, how they handle the child are important factors a teacher should know in order to understand the child as a total human-being.

Sometimes a child’s behavior at school is very different from his behavior at home. The teacher’s may be confused to ear reports of hyper active behavior from the parent of a child who is quiet and aloof in the classroom. They may be also be confused about the report that the child gives of the other person. The child’s behavior in one place, may be directly affected by what happened to him in the other. It will be helpful if parents and teacher inform each other absent the child’s routine behavior; as well as unusual events. Any important social event in the child’s life as the arrival of a sibling; or loss of a relative should be informed; to the teacher.

There should be some direct relationship between the parents and the teacher to bring them closer to each other exchange ides; and in general be familiar and aware of each other’s approach and problems, to reduce the inconsistency in adult behavior confronting the child; this can be achieved in various ways.

At the basic level the parent will be bringing and collecting the children each day. Just wish the staff member; but in due course; they discuss the daily activities with the parent; a valuable link between home and school begins to develop. The other ways of involving the parents are as follows:

Parents who have the time way help out on actual classroom activities:

1. Once in a week owe of the parent can be asked to read out or tell a story to the children.

2. To break the monotony of the classroom, small trips, or outings can be arranged; where parents also come along, and help the staff members.

3. Parents may be involved in doing up the classroom; with pointed pots; or other pictures; the child develops a 'sense of belonging' the school.

4. The children must be involved in tidying up the class room every day at the end of the session; parents can also be involved in this activity.

5. Pre-school curriculum has a lot of activity like clay modeling on cooking where the staff work with small group of children; parents can help handling such groups.

6. Parents can be involved in framing the curriculum; so that they understand how various nursery activities help in the all-round development of the child.

Check Your Progress:

Note: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the unit.

1. Mention any two ways of community participation.

5.7 LET US SUM UP

In this unit we have understood the Community in Education, the Community Participation in deferent ways and finally discussed the involvement of rural and urban parents in the Pre-school Programme in detail.

5.8 UNIT END EXERCISES

1. Write a short note on Community in Education
2. Discuss the Community Participation in deferent ways.
3. Discuss the involvement of rural parents in detail.
4. Discuss the involvement of urban parents in detail.

5.9 ANSWERS TO CHECK YOUR PROGRESS

1. Legislated Participation, Interactive Participation.

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UNIT VI

STRUCTURE

6.1 Introduction

6.2 Objectives

6.1 INTRODUCTION

In educational literature, the study of alternative education systems often mentions “open systems”, “non-formal education”, “distance learning”, “non-conventional studies”, among other terms. In some cases these are employed as synonyms, whereas in others, there is no agreement as to their meanings, making it impossible to reach a consensus for their concepts. A more precise definition of such concepts is fundamental, as is their possible classification, aimed at better understanding and practical utilization. The beginning of 21^{st} century has witnessed, a mushroom growth of play-schools’ in modem urban communities. These cater mostly to the needs of working parents in nuclear families. These schools function mostly as ‘day-care’ centers to lessen the burden of working women. The involvement of the parent is minimum in these”Pre-schools” as these function as “crèches”.

For many years’ parents, particularly mothers, have been involved in the education of their children, at the nursery school stage. In the earlier times, the teachers advised the parents on nutrition and health and hygiene issues, as many homes were lacking in knowledge and understanding of the muses, they needed support and information from the schools.

6.2 OBJECTIVES

After going through this unit, you should be able to

* discuss the Need for Formal and Informal Strategies
* discuss the Importance of Parent-teacher meetings
* discuss the Importance of newsletters, circulars and bulletin boards

6.3 NEED FOR FORMAL AND INFORMAL STRATEGIES

Formal education corresponds to a systematic, organized education model, structured and administered according to a given set of laws and norms, presenting a rather rigid curriculum as regards objectives, content and methodology. It is characterized by a contiguous education process named, as Sarramona1 remarks, "presential education", which necessarily involves the teacher, the students and the institution. It corresponds to the education process normally adopted by our schools and universities. Formal education institutions are administratively, physically and circularly organized and require from students a minimum classroom attendance. There is a program that teachers and students alike must observe, involving intermediate and final assessments in order to advance students to the next learning stage. It confers degrees and diplomas pursuant to a quite strict set of regulations. The methodology is basically expositive, scarcely relating to the desired behavioral objectives - as a matter of fact, it is but seldom that such targets are operationally established. Assessments are made on a general basis, for administrative purposes and are infrequently used to improve the education process. Their character is, for the most part, punitive, obeying a mono-directional methodology that fails to stimulate students and to provide for their active participation in the process, though in most cases, failures are ascribed to them. The setting-up of a formal education system does not consider the students' standards, values and attitudes that are relevant to the education system which, generally, is not tested or assessed at the level of student acceptance, as well as for efficacy and efficiency.

The same methodology - poor, ineffective, scarcely creative - is adopted, whether the universe contains 10, 50 or 200 students. Other institutional resources than the expositive method are seldom employed and, when they are employed, the basic learning principles are disregarded. The subjects are presented in isolated blocks, whether as to content or methodology. Thus, for instance, in the case of Physics, for techno- administrative reasons the subject is divided into theory, laboratory and exercises and, their adequate order and correlation is disregarded. In general, the objectives aimed at the personal growth of students are negligence and, the basic principles of learning fail to be considered in the planning and the performance of education systems. It is not excessive to say that in the case of formal education, for the most part teachers pretend to teach; students pretend to learn; and, institutions pretend to be really catering to the interests of students and of the society. Thus, generally, formal education cannot disguise its aloofness from the real needs of the students and of the community.

Informal education is quite diverse from formal education and, particularly, from non-formal education, although in certain cases it is capable of maintaining a close relationship with both. It does not correspond to an organized and systematic view of education; informal education does not necessarily include the objectives and subjects usually encompassed by the traditional curricula. It is aimed at students as much as at the public at large and imposes no obligations whatever their nature. There generally being no control over the performed activities, informal education does not of necessity regard the providing of degrees or diplomas; it merely supplements both formal and non-formal education. Informal education for instance comprises the following activities: (a) - visits to museums or to scientific and other fairs and exhibits, etc.; (b) - listening to radio broadcasting or watching TV programmes on educational or scientific themes; (c) - reading texts on sciences, education, technology, etc. in journals and magazines; (d) - participating in scientific contests, etc.; (e) attending lectures and conferences. There are many instances of situations/activities encompassed by informal education, from those that may take place in the students' homes - such as scientific or didactic games, manipulation of kits, experiments, reading sessions (biographies, scientific news, etc.) - to institutional activities - lectures in institutions, visiting museums, etc. 6 It is easy to see that the higher the degree of systematization and organization involved in informal education activities, the nearer it will be to non-formal education. This is a relevant fact inasmuch as it suggests the possibility of

transition from informal to non-formal. We must ponder that, considered by itself, we cannot generally assert whether an educative action belongs to the formal, to the non-formal or to the informal universe. For instance, a visit to a Science Museum may be an informal education instance if arising from a personal and spontaneous decision by a student, as it is not directly related to his scholastic activities. However, if such a visit is part of an established curriculum, requiring from students a written report and including assessments by the teacher, or tutor, then it will probably be an activity associated to either the formal or to the non-formal education.

6.4 PARENTS-TEACHER MEETINGS

At the end of every school term a parent teacher, meeting in arranged; when the parent individually meets the teacher; and discuss the progress of the child. Parent-teacher meetings are usually once or twice a year at progress reporting periods. They are brief meetings, lasting about 10-30 minutes. Meetings are typically scheduled 1 to 2 months in advance. Some middle and high schools only request parent meetings to discuss problems. Most schools set aside specific dates and times for meetings, but if school schedules conflict with family schedules, it's worth the effort to find a mutually convenient time, or even schedule a phone or video conference. Be mindful of special situations, such as divorced parents, single parents, or guardianships. Some divorced parents, for example, may prefer separate meetings. While the main focus of parent-teacher meetings should be learning, it's also important to discuss factors that can affect learning, such as students' behavioral and social development. Other topics might include standardized test results, peer relationships, classroom behavior, motivation and work habits, as well as students' strengths and challenges.

School staff who support your students' learning may attend the meeting, too. An administrator might attend at your request, or the request of a parent or guardian. Some teachers like students to attend part of the meeting to show that parents and educators are both part of the instructional team.

6.5 OBSERVING PARENTS DAY

An ‘open day’ can be arranged when the parents are invited to come and watch the everyday activities of the class. An annual event, can be celebrated as

‘Annual day’ or ‘Parents day” where the children are trained in singing and dancing; and the parents can be involved in making the costumes or masks for their wards. A chart can be put up in the classroom in which birthdays of children are marked; and simple birthday celebrations can be done in the class; the parent are also invited to contribute by decorating the classroom and so on. Occasionally the staff can visit the homes of the children; informally; so parents develop a more personal relationship; with the care given in the school; this also help the teacher to have a better understanding of the home environment.

6.6 NEWSLETTERS

Newsletters should inform parents of special school activities such as field trips, meetings and volunteer opportunities. Include dates of upcoming events so families can plan accordingly. School newsletters are intended to provide essential information to parents and can also foster a connection between the classroom and the home. Newsletters can be distributed on a weekly or monthly basis, depending on the type of information being reported. Neatly formatted, concise, easy-to-read articles are best for school newsletters. As the date of an activity or field trip draws closer, a newsletter should gently remind families to plan for the event. Newsletters are also a great way to remind families when special items are needed for an activity. Enthusiastic parents who have the time; can be encouraged to have an ‘in house magazine’ or newsletters within the play groups.

6.7 CIRCULARS

Parents will be informed about some awareness camp, medical camp etc. by printing the details in it. The exam timetables will be informed to the parents well in advance to prepare their wards. For example

CIRCULAR
CLASSES: I & II
TIS/CIR/98/19-20

January 2020

Dear Parent

A Day Camp offers a structured opportunity for children to grow. It is a unique venue for growth, allowing children to become independent and self-confident, while socializing, making new friends and even learning new life skills. All of the outcomes prepare them for bigger, brighter lives down the road.

With this aim, our school has partnered with Rocksport to organize a day camp for students of Classes I and II at Camp Tikkling, village Gairatpur, Sohna Road, Gurugram on Saturday, 15 February 2020 from 7:00 am to 6:00 pm. The program will cover fun filled adventure activities for students that will help enhance their confidence and encourage team work .The cost of the camp is ₹ 650/-. The price is inclusive of transportation, adventure activities, all meals etc.

If you wish your ward to be a part of this camp, kindly fill in the consent slip and send it along with the amount, in cash, to the class teacher in a labeled and sealed envelope, latest by Wednesday, 29 January 2020. The entries will be accepted on first come first served basis. The detailed itinerary will be shared on confirmation.

(Deepali Sahi)

HEADMISTRESS JR. SCHOOL

6.8 BULLETIN BOARDS

Parents can be encouraged; to put up bulleting boards; in which the activities done by the children can be displayed; also the parent can be the same to share anything they find interesting to share with other parents. It can be photographs of any social event in the family of any news item regarding the child development they wish to share.

Check Your Progress:

Note: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the unit.

1. What is the main focus of the parent- teacher meeting?

6.9 LET US SUM UP

In this unit we have understood the Need for Formal and Informal Strategies, discussed the Importance of Parent-teacher meetings, observed parent's day and discussed the Importance of newsletters, circulars and bulletin boards.

6.10 UNIT END EXERCISES

1. Write a short note on Formal and Informal Strategies.
2. Discuss the Importance of Parent-teacher meetings.
3. Discuss the Importance of newsletters, circulars and bulletin boards.

6.11 ANSWERS TO CHECK YOUR PROGRESS

1. The main focus of parent-teacher meeting is learning.

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UNIT VII

STRUCTURE

7.1 Introduction

7.2 Objectives

7.3 Home visits and informal discussion

7.4 Games with parents

7.4.1 Good Behavior Games for Preschoolers

7.5 Simple celebration of birthdays of the parents

7.5.1 Wedding anniversaries of the parents.

7.6 Let us sum up

7.7 Unit End Exercises

7.8 Answers to Check your Progress

7.1 INTRODUCTION

The home visit is an opportunity for your child's teacher to come visit him or her in his own home prior to the start of school. ... A home visit is basically a play date for the student and his teacher. The visit is an opportunity for your child to get to know his new teacher on his own turf, so to speak. Growing up in poverty undermines healthy development, producing disparities in the cognitive and social-emotional skills that support early learning and mental health. Preschool and home-visiting interventions for low-income children have the potential to build early cognitive and social-emotional skills, reducing the disparities in school readiness that perpetuate the cycle of poverty. However, longitudinal research suggests that the gains low-income children make during preschool interventions often fade at school entry and disappear by early elementary school.

7.2 OBJECTIVES

After going through this unit, you should be able to,

* discuss the importance of Home visits and informal discussion
* discuss the need of Games with parents
* discuss the need of Simple celebration of birthdays, wedding anniversaries of the parents.

7.3 HOME VISITS AND INFORMAL DISCUSSION

A home visit is basically a play date for the student and his teacher. The visit is an opportunity for our child to get to know his new teacher on his own turf, so to speak. ... She will allow the child to lead the visit, allowing him or her to select where they play and what they do together. The purpose of the home visit is to explore the family's situation, discuss ways to end the reduction to their assistance, and describe what will happen next if they continue

to not comply. A visit made by a health professional (HP) to a patient's home, usually with face to face contact between the HP and the patient, less commonly between the HP and the patient's family. Home visits help to establish strong, positive communication between our coordinators and our sponsored children's parents and guardians. ... One of the most important aspects of home visits is that they give our coordinators a glimpse into the lives of the children we support. Strong partnerships with families are built on good communication. ... Can make or break the partnership between home and preschool. ... During a visit to your doctor's office, for example, what were things that made you feel that the ... Consider using ongoing informal opportunities to engage in conversations with families.

7.4 GAMES WITH PARENTS

10 simple, fun activities for parents and preschoolers to do together

1. Play Earth and Moon

Bill Herbert, father of three and longtime third-grade teacher, invented the game Earth and Moon with his daughter Melanie when she was 4 years old. To play, give your child a flashlight with a wide beam and grab a flashlight that has a narrow beam (a laser pointer will also work). Lie together face up on a bed in a dark room. Your child's job is to make the Earth (the wide beam) move in large, slow circles around the ceiling. Your job is to keep the moon (the narrow beam) orbiting the Earth.

2. Create "scrap boxes" for favorite places

On an outing to a favorite place – a park or another place you like to visit – gather things particular to that spot, like shiny rocks or acorns. Take photos of mementos that won't last, like colorful leaves. Once you're home, help your child decorate a box to store your collection. For example, have her draw a picture (or print out a photo) of the place and glue it to the box top. Then let her color and embellish it any way she'd like. Make a different box for each of your favorite places. Then on those days you need to stay inside, you can snuggle up with your child and relive your favorite outings as you sift through the treasures you've collected.

3. Build a simple bird feeder

To attract more feathered friends to your yard, here are two quick ideas for DIY bird feeders. You'll need birdseed, peanut butter, empty toilet paper rolls or cut-up empty paper towel rolls, an orange or a grapefruit, and twine. To make the first feeder, sprinkle birdseed on a container that has a rim, like plate or pie tin. Help your child spread a thin layer of peanut butter on the outside of the paper rolls, then have him roll the peanut butter coating in the birdseed until it's well covered. Slip the feeders right over tree branches or use twine to hang them up. You can make two feeders from an orange. (You can also use a grapefruit.) Parent prep work: Cut the fruit in half and carefully scoop out the fruit, leaving plenty of thick rind. Use a skewer to poke a small hole in opposite sides of each orange half, about a half inch from the top. Then thread a long piece of twine through both holes, and knot the ends of the twine together to make a hanger.

4. Put on a show with toys

Have your child help you gather a cast of dolls, stuffed animals, and toy figures. Divide them up between the two of you and act out a play, using different voices for the different dolls and animals. Improvise as you go – half the fun is taking the action in a silly direction. Another option: Host a talent show and have each character sing a song or tell a joke or story.

5. Arrange food art

Paid the refrigerator and fruit bowl for "art supplies" that you and your child can arrange into pictures on a large plate. Cut up carrots, cucumbers, grapes, or other colorful fruits and vegetables for inspiration. The two of you can create anything from a clown or train to a beautiful piece of abstract art. Use olives for eyes, round crackers for wheels, slices of cheese as windows – the possibilities are endless.

6. Make bubbles

Make your own bubble solution by mixing one part dishwashing detergent with 10 parts water and adding a little glycerin or corn syrup to make the bubbles hold. Your child can use almost any open-ended object to make bubbles, like the rings from a six-pack of soda. Try making bigger and bigger bubbles!

7. Camp out in the living room

Campouts are always fun, but the ones in your living-room have the added bonus of such creature comforts as carpeting and access to the kitchen and bathroom. Pitch a small pup tent, or make your own by draping blankets over carefully arranged furniture. Then pull out the sleeping bags, pillows, and flashlights for a real camping experience. The "tent" can stay up for as long as you want, making it easy for you and your child to go camping anytime.

8. Watch the clouds

Grab a blanket, lie on your back in the backyard or in a park with your child, and watch the clouds float by. Talk to your child about what shapes he sees and compare notes: Where your child sees a pony, you may see a whale. Feel free to get silly ("Is that a dog with an umbrella?") or contemplative. ("That cloud looks like love.")

9. Shake, rattle, and roll

Turn on the music and move! "My daughter Ashley and I love to dance around the living room," says Steve Brum, a father of three from Hayward, California. "It's one activity that's guaranteed to get us both laughing." You and your child can jam to the Funky Chicken or make up your own moves.

10. Tell stories to music

Kids love to hear you make up stories, and you can get your inspiration from your own music collection (and increase your child's appreciation of music to boot). Start simple with a recognizable, instrumental tune and storyline, like Prokofiev's "Peter and the Wolf." You don't have to tell the story exactly as you remember it – embellish a little, replacing the main character with your child or introducing a new character that will fascinate your child, like a dinosaur. Stop often and ask your child if he'd like to add to the story. You’ll be amazed at how music helps you both move the plot line along: Beating drums sound like someone trotting through the forest. A flute is a little bird in the sky, telling the animals which direction to go, and a violin means the sun is setting. Before long, you'll most likely hit on some favorites that both you and your child will enjoy recounting.

7.4.1 Good Behavior Games for Preschoolers

Build-a-Train



HEATHER WESTON

How to play: You'll need several cardboard boxes large enough for a kid to sit inside. Put out a variety of art supplies -- markers, stickers, construction paper, glue -- and tell each child to turn his or her box into a train car. Once they've decorated the outside of their box with wheels, windows, and whatever else they can think of, help them arrange the cars one behind the other, then hop aboard for an imaginary choo-choo ride.

What it teaches: Perseverance. Games that require team prep work give kids a sense of accomplishment, says clinical psychologist Sandra McLeod Humphrey, author of *Hot Issues, Cool Choices: Facing Bullies, Peer Pressure, Popularity, and Put-Downs*. The positive payoff introduces children to the good feeling they get when they achieve their hard-earned goals.
Parent tip: Be prepared to hang on to those boxes; the kids will want to get together and hit the track again and again.

The Cheer-Up Game



HEATHER WESTON
How to play: On large squares of paper, draw a series of faces with different unhappy expressions -- sad, angry, scared, sick (at least one for every child in the game). Put the papers in a basket and ask kids to take turns choosing a face then acting out the feeling shown. For example, a "sad" child might pretend to cry. It's the job of the other players to help her feel better. First, they should ask questions: "Why are you sad? How can I help?" After the "upset" child gives her explanation -- "My friend was mean to me" -- the other kids role-play solutions. They may give hugs, say "I'm sorry," or offer to fix a snack.

What it teaches: Empathy. This is the "core" virtue, notes *Parents* advisor Michele Borba, EdD, author of *12 Simple Secrets Real Moms Know*. "Until children know how it feels to have their feelings hurt, they won't understand why it's important to treat others with respect and kindness," she says.

Parent tip: Have a variety of props on hand for this imagination-powered game: plastic food, stuffed animals, a doctor's kit. The more options available, the more creative kids will be about ways to help out, from putting a bandage on the injured kid's boo-boo to baking pretend cookies for a bummed-out buddy.

Mother, May I?"



TED AND DEBBIE

How to play: Line up the players facing you, about 10 feet away. Give commands to one kid at a time: "Sarah, take one hop forward." If Sarah responds, "Mother, may I?" you can say either "Yes, you may" or "No, you may not." If your reply is "yes," make sure that Sarah says "Thank you" before she goes. Anyone who forgets her manners or makes a move without permission is sent back to the starting line. Keep playing until one child reaches Mother. Give each kid a chance to be Mother.

What it teaches: Respect. You can't just tell kids to be respectful, you have to teach them the skills. "This game reinforces courtesy, which is a big part of respect," says Dr. Borba.
Parent tip: To avoid frustration over misunderstood consequences ("I didn't know I had to say thank you!"), make the rules of the game perfectly clear before you get started.

To Tell the Truth



VEER
How to play: Gather the family in a favorite spot and give every player a chance to finish the sentence: "I was scared when...." Mom and Dad can get the ball rolling by telling their own stories ("I was scared when Josh hid at the grocery store and I couldn't find him"). After everyone's had a turn, repeat the game using other emotions like "happy" or "surprised."
What it teaches: Honesty. When you give kids the go-ahead to talk about their feelings, positive or negative, you help them feel safe to tell the truth. "Children learn values best from watching and listening to Mom and Dad," says Bob Sornson, PhD, founder of the Early Learning Foundation. "If you talk openly and if you are

supportive of family members in front of the kids, you set a healthy example of how to act with others."

Parent tip: Use kids' stories as a springboard for further discussion: "Do you still think thunderstorms are scary? What helps you feel brave?" "Can you remember other happy times?"

7.5 SIMPLE CELEBRATION OF BIRTHDAYS

Among all other relationships, one relationship which stands apart is of parent and child. A child grew up in their parent's unconditional love. They are the ultimate caregivers and no one in the world can match up to that. They always try their best so that their children could get every comfort in their life. Sometimes we also need to show our love for our parents. And what better way could be than to celebrate their birthdays in a unique way. Here we have some ideas that will help you to make your parents' birthday a memorable one.

Ideas to Make Your Dad's Birthday Special. You can't forget the happiness he used to bring on your birthday celebration. Now it's your chance to make your Dad's birthday a memorable one. On your Dad's birthday don't just celebrate it by giving some gifts. Start your day by giving him a good and warm hug.

Ideas to Make Your Dad's Birthday Special.

Your Dad has been the first man you have ever loved. Riding high on his shoulder or making a superman flight on his strong hands is something that you enjoyed doing. You can't forget the happiness he used to bring on your birthday celebration. Now it's your chance to make your Dad's birthday a memorable one.

On your Dad's birthday don't just celebrate it by giving some gifts. Start your day by giving him a good and warm hug. Now this is something you haven't done for a while. There is something special in personal touch. It tells the person how much you love him and it reaches straight to their hearts.

You can gift him an item that he longed for a long time or you can surf internet for some unique gifts items. Consulting with your family members for deciding on gifts can be also a very good idea. To make the matter more interesting, give your creative side a kick and make something for your old man. For this will certainly be a most cherish able gift to him.

Finally, if your Dad likes social gatherings, then you can surely arrange a surprise party for him. Invite all of his old pals and relatives whom he hasn't met for a while.

And last but not the least whatever you do, do it whole heartedly. Remember that he is your Dad, and he knows whether you are doing it whole heartedly or not. Present him a day to remember for years to come.

Ideas to Make Your Mom's Birthday special

Mother is the person who gave you life and brought you to this world. She is the best friend one can ever have. It is said that the God can't be everywhere, hence he created mother. So you have every little reason to make her birthday a unique and memorable one.

A poem or a letter of appreciation could be an excellent idea. Surely words will fall short, while expressing all those things she had done for you. But it will be the sweetest thing you can ever do for her.

You can also plan a family dinner for her by inviting all her closest friends and relatives. She will be delighted to have them in her birthday celebration.

Since it is your Mom's birthday, the best idea is to give her rest for the day and do all the work by yourself. Cooking all her favorite items or baking a birthday cake for her can definitely be a good idea. If you are not a good cook then you can search for the recipes online. There are lots of them, or you can take help from your friends and relatives. It will surely make her feel special.

You can also express your love through flowers, gifts, greeting cards. But these are some common things by which you can express your feelings. If you want to do something out of the league then try out the next suggestion.

A woman's loved to be pampered. And a gift of a spa package could be a boon to her. An entire day in a renowned spa could be the best of the best's gift for her. Packages should include items like full body massage, manicure, pedicure, hair styling, facial, etc. This will be the one gift she will cherish for the years to come.

And last but not the least at the end of the day, look in to her eyes and say how much you love her and how much you care for her. This is the simplest, yet the best birthday present that you could give to your mom.

7.5.1 Wedding anniversaries of the parents.

While most kids aren't typically involved in their parents' anniversaries, there are some exceptions. ... Many couples, especially those who have been married for longer, enjoy celebrating their anniversaries with a party that involves their friends and family instead of a private celebration for the two of them.

The wedding anniversaries of parents can be noted down; and the class, can be engaged in mapping a 'greeting-card' for the occasion, to be given to the parents, this also helps to improve parent relationships.

Your parent's 25th wedding anniversary is a major milestone. ... You can celebrate your parent's anniversary by planning an event, such as a party or an intimate get together. You may also give your parents a gift that is thoughtful and personal to them so they can mark this milestone in a meaningful way.

How can I make my parents anniversary special?

Steps

1. Decide who you want to invite. Think about who your parents enjoy being around. ...
2. Plan the food. Most great parties have great food, but it doesn't need to be extravagant. ...
3. Pick music your parents will love. ...
4. Decorate the house according to a theme. ...
5. Add a game. ...
6. Use the event to create a memento.

Check Your Progress:

Note: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the unit.

1. Name any two Good Behavior Games for Preschoolers.

7.6 LET US SUM UP

To sum up; parents play major role in their child's education is acknowledged by staff in the institution; parents feel welcome and there are opportunities for collaboration among parents staff and children. Expertise of parents and other adults in the family is recognized and this used to support the learning opportunities provided within the classroom. The staff working in the institution gives parents success to information about curriculum in a variety of ways. Parents contribute to and are kept fully informed of their child's progress and achievements. Admission procedures are flexible to allow time for discussion with parents and for children to feel secure in the new setting. Opportunities for learning provided in the institution are sometimes provided at home for example reading and sharing books; and also experiences initiated at home are sometimes used as stimuli for learning in the classroom; this is possible; only when the parents are in close, touch with teachers on an everyday basis.

7.7 UNIT END EXERCISES

1. Discuss the importance of Home visits and informal discussion

2. Discuss the need of Games with parents

3. Discuss the need of Simple celebration of birthdays, wedding anniversaries of the parents.

7.8 ANSWERS TO CHECK YOUR PROGRESS

1. The Cheer-Up Game, To Tell the Truth

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UNIT-VIII

STRUCTURE

8.1 INTRODUCTION

The aim of preschool education is to encourage the child; and channelize his or her energy in a creative direction. It is a process which prepares the child to enter primary school pre-school activities have been classified into five sections.

1. Physical Development
2. Language Development
3. Emotional Development
4. Social Development
5. Cognitive Development

The reason for the parents; to send then wards to preschool programme Can be broadly classified into two types.

1. As a response to a perceived need; like both parents, being away for work.
2. As a planned conscious decision, to prepare the child for formal schooling.

Any programme to be successful needs the involvement of the community. The pre-school programme also; which is based on the needs of the community whether urban of rural; requires a lot of community involvement. The pre-school movement in India with their unique functional capacity to sensitive the community on non-material conditions which the people need, these organizations in the fields of health, education and welfare of children.

8.2 OBJECTIVES

After going through this unit, you should be able to

* discuss the Improvement in pre-school Community linkages
* discuss the Involvement of the community in planning, executing, monitoring and assessing the pre-school programme.

8.3 IMPROVING PRE-SCHOOL COMMUNITY LINKAGES

Starting school is a major life transition for children and their families.

This is a time which can be both exciting and challenging at the same time. The child and the families have to adjust to new environment, new expectations, new interactions and relationships. In this context it becomes imperative that all children including those with special needs are supported in the transition process from home to preschool and preschool to primary school. Therefore linkages between preschool and primary school should be established. In our country there exists a wide variety of preschool services *anganwadies*, *balwadies*, privates preschools etc. having wide disparity in the infrastructural facilities, teacher qualifications, curriculum and pedagogies. The age at which children begin their pre-schooling also varies. Thus there are differences in the ethos and approaches among various Components for establishing linkages.

Locational Programmatic Management

- Provision of preschool in the premises of primary school or immediate neighborhood
- Synchronization of timing
- Extended play way method to early primary grades
- Linkage in curriculum of preschool and class I
- Joint training of teachers for preschool and early primary grades
- Sharing material, equipment's and infrastructural facilities
- Mobilizing community support and resources
- Joint planning, monitoring and supervision
- Linkages between all the services for the children i.e. care, health, nutrition, immunization and education.

8.3.1 Benefits of Linkages

- Smooth transition of children
- Increasing children's participation
- Enhancing enrolment and retention
- Higher achievement at different levels of learning
- Reversing trend of downward extension
- Better school readiness
- Effective resource utilization

8.4 INVOLVING THE COMMUNITY

As we noted earlier; the programme to be successful should be need based. In urban areas; after the child is enrolled in the preschool the parent comes out time to participate in the activities of the class; more as a conscious decision to help the child settle well; and prepare him for regular schooling. In the rural areas; the Panchayat involves, itself in the setting up funding and monitoring of the pre-school; as the parents are busy with their work and are not able to involve themselves in the activities. In many parts of rural India pre-school programmes have been successfully set up by 'self-employed women's Association' (SEWA) Bal Nikefan Sangh' (BNS).

The first step in any welfare or development activity is assessment of need as the basis for preparation of strategy and plan of action. Each organizations uses certain types of strategies to assess the needs; and workout the details of setting up the programme. These can be broadly grouped under five main strategies.

1. Launch Programme; then inform or advertise to potential uses.

2. Pre-launch campaign of visits to community to inform, clarify, seek co-operation set up procedures; and guidelines for selection of workers.

3. Informal pre-launch exploration by small teams of resources persons; interactions with community.

4. In depth involvement of community in pre-launch feedback, needs assessment and planning decision-making, training and monitoring.

5. Another unique strategy used by some organization, is not only pre-launch consultation with community but testing of the potential worker by requiring her to run the center without any financial support for a certain period.

There are different kinds of programme that cater to different age groups, some of them are need based while others are programme based.

Primary schools have undergone many changes in the past decade, in management strategies, in funding arrangements and in curriculum development and implementation. Perhaps the area that has had the most impact on the work of the school is the stronger focus on state-wide accountability for student outcomes, which has passed from the system as a whole to individual schools and teachers. This has brought about an intensification of effort in terms of assessing students, recording their progress and then reporting the outcomes of this progress, to parents, to the education authority and to the wider community. Regular testing based on procedures and instruments that are comparable across school, computer-based recording of student progress and publicly available information derived from assessments are all new considerations for the modern primary school.

The purposes of assessment in primary schools are wide-ranging, and the emphases on its different purposes vary according to circumstance and changes over time. In general, assessment serves the purpose of providing and interpreting evidence about student learning. Assessment intended to inform students and their parents about what has been learned, to provide a basis for improving student learning or to reach a summarizing judgment about achievement for certification is long established in education. Most teachers regularly assess what their students have learned. In recent years various forms of student assessment have also been used to evaluate the performance of school systems, and even schools. Sometimes a different terminology is used when measurements of performance are used to provide information about individuals (assessment) and when similar measures are used to provide information about a programme or school (evaluation).

Even though it is common to think of assessment as being synonymous with traditional written tests, this is not necessarily the case. A variety of forms of assessment are used in Australian primary schools. These forms differ in a number of characteristics, including the evidence that is used, the ways which measures relate to that evidence, the intended purpose of the assessment and the ways in which assessment are reported.

8.4.1 Breadth of Evidence

A central feature of assessment is the use of evidence to indicate the extent to which learning has taken place. Assessment attempts to detect the extent of learning progressively over time or at the end of a sequence of study. Since learning cannot be measured directly, assessment procedures Nook to identify indicators of learning through various forms of evidence. In a traditional approach to assessment, evidence of learning is obtained from students' written performance in response to a set of questions constituting a 'test'. Those responses are typically processed as measures (or Sources), which form the basis of the assessment of an individual's level of achievement. Modern approaches to assessment make use of a wider variety of evidence of student achievement. The Assessment Resource Kit (Master and Forster 1996) stresses the variety of relevant evidence that can be used, and is used, by teachers in primary schools to assess student learning. This evidence includes teacher observations and judgments about student work, portfolios (collections of student work assembled over a period of time), projects, products, performances, and paper and pen tests completed in a limited period of time under specified conditions.

The collection of evidence for assessment involves the recording of observations and the forming of judgments. Teachers use a variety of methods for this purpose, including general comments recorded on record sheets, indications as to whether a particular task has been completed satisfactorily, records f attempts that were partly correct, ratings of different aspects of piece of work or overall ratings of the quality of a piece of work. The extent to which an assessment is based on evidence relevant to what is being assessed is reflected in its validity. The matching of assessment methods to curriculum goals is fundamental to effective assessment. In this sense, assessment methods should embrace the range of knowledge, skills and understandings that constitute an area of learning. Reliability or accuracy of assessment is also an important criterion of good assessment and refers to the extent to which the collected evidence reflects an individual's knowledge, understandings and skills (rather than such things as the idiosyncratic views of the marker). Objectively scored (often multiple-choice) tests became popular because they were considered to be reliable (and because they were considered to be cost-effective). In recent years considerable effort has been expended on developing procedures to improve the reliability of assessments based on other types of evidence. Reliability can be improved by specification of criteria and evidence, training assessors, using

samples as guide and making adjustments for differences between assessors in standards and in the details of tasks completed by students.

8.4.2 Points of Reference

Interpretation is an important aspect of assessment since assessment is not about recording information such as test scores for its own sake. If assessment is to inform ones knowledge about the extent of learning, this involves interpretation. Part of the process of interpretation requires reference to other information such as the performance of other students, it criterion to be achieved, the student's own previous best or progress along a continuum of growth. Recent years have seen the emergence of a more sophisticated use of points of reference for a assessments in Australian primary schools.

8.4.3 Norm-Referenced Assessment

The recent past many approaches to assessment were based on the principle of comparing the performance of an individual (or a group of) with a wider reference group: a norm-referenced approach. This was common for tests of general abilities (such as the Australian for Educational Research (ACER) Intermediate G) and tests of some special curriculum areas (such as the Class Achievement Tests in Mathematics CATM). Performance is typically measured as the percentage of the items correctly and reported as a score or mark. The reporting of results from such an approach to assessment tends to emphasize relative performance: the achievement of a given student compared to others in class, or compared to others of the same age and grade in the population. For example, result could be reported in terms of standardized scores or position in a distribution (e.g. as a stanine). Norm referenced assessment has become less common as teacher seek to provide assessments which are more powerful in terms of monitoring progress and can more readily make use of a wider range of evidence.

8.4.4 Criterion-Referenced Assessment

Criterion-referenced assessment refers to assessment where the performance of an individual (or group of individuals) is compared with a desired level of mastery or a standard. For example, a student may be expected

to spell correctly certain types of word (a skill that is operationalized as a word list). Criterion-referenced and norm-referenced assessments make a similar assumption about the validity of the evidence that is used but differ in the ways in which inferences are drawn and interpretations constructed. For assessments designed to provide comparisons among students the essential property required is that of discrimination; in other words, they need to spread the students out. For assessments designed to judge students in terms of a criterion it is not important spread the students our; it does not matter if the majority are in the category 'achieved the criterion'. Therefore, in criterion-referenced assessment traditional notions of reliability defined as consistency of discrimination are not appropriate, and are replaced by coefficients of efficiency and of reproducibility. The 1975 and 1980 Australian Studies in School Performance (keeves and bourke 1976; Bourke et al 1981) were important as the first major examples of criterion-referenced assessment in Australia. In these studies definitions of minimum competence in literacy and numeracy for 10-year-olds and 14-year-olds were developed and tests were designed to determine whether or not students had achieved the minimum competence levels. Performances were expressed primarily in terms of the percentage of the relevant population achieving the defined levels.

8.4.5 Scale-Referenced Assessment

In recent years a new approach to measurement has emerged which blurs the dichotomy between norm-referenced and criterion-referenced assessment. The approach ahs various names, such as the 'Rasch model' or 'item-response theory' (Wright and stone 1979). It begins with an analysis of the interactions of individuals with items, and allows the definition of a measurement scale on which people an be located in terms of achievement and items can be located in terms of difficulty. The approach is sometimes called 'latent-trait theory' because the scales can be thought of as underlying dimensions. A practical outcome of the approach is the development of a scale that has clear units and the potential to measure a readily interpretable difference. In this sense the scale is analogous to that on a thermometer. The positioning of the items on the scale facilitates the interpretation of points on the scale in terms of what students could be expected to do on the basis of a given score. The reason this approach blurs the distinction between norm-referenced and criterion-referenced approaches is that the interpretation in terms of a scale does not depend on

comparisons among students, even though it allows those comparisons to be made.

This approach to assessment was used in the Tests of Reading Comprehension (Torch) (mossenson et-al 1987), a series widely used in primary schools across Australia. Each test in the series is based on a piece of prose (fiction or non-fiction) for students to read. Students are then asked to respond to a retelling of that prose which contains gaps that they are required to complete using one or more of their own words. Filling each gap requires a non-unique response and the scoring key allows for a range of acceptable responses. Teaching makes a judgment about what is an appropriate response. The total score obtained is a measure of the student's achievement in reading comprehension and can be converted to Torch scores using tables based on Rach scaling procedures. The full torch scale covers a set of 14 tests from Years 3 to 10 'I calibrated on it common points on the scale correspond to skills which age from 'provide the subject of a story given multiple references', through 'complete simple rewording' find 'provide it detail in the presence of ideas', to 'provide evidence of having understood the motive underlying series of actions' and 'reconstruct tile writer's general message from specific statements'

The scale-referenced approach to assessment was also used in the New South Wales Basic Skills Testing Program (BSTP) (Masters et al. 1990). Central to the analysis of the BSTP results was the idea of a skill continuum, with development in each aspect of literacy or numeracy being seen as a continuous process through which student's progress from low to advanced levels of understanding and skill. Advantages of this approach for a state-wide monitoring programme are that it enables each successive year's test to be calibrated (using some common items) on the same scale (and thus facilitates the monitoring of trends) and that it enables reporting in terms of identifiable skills. From a detailed analysis of the items, descriptions of performance bands were developed and each student received a personalized report in which his or her performance was located on a set of scales. Each student was located in a performance band for which a description was printer (ibid: 1990). This approach to scaling has now become the basis for most state-wide assessment programmes in Australian primary schools.

Other Approaches

Other approaches to assessment are less structured than these and are based on descriptive statements about categories of work (descriptive assessment) or the completion of defined tasks (work-based) (see Withers and Batten 1990). This attempt to report intentions, quality and content of the learning that has taken place in a narrative form. They are characterized by not having an explicit single continuum of growth underpinning the assessment. This form of assessment is extremely widely used by teachers in Australian primary schools when they compile summary reports for parents. These forms of assessment make it possible to identify and describe new development in learning that has taken place.

Profiles

One of the most important recent developments affecting assessment in Australian primary schools has been the emergence and application of profiles. A profile is a description of the progression of learning outcomes typically achieved by students during a period of education (e.g. their school years). Some writers have referred to profiles as 'progress maps' that enable teachers to record and interpret a wide variety of evidence about student learning (Masters and Forster 1996). What has provided an important impetus to the development and use of profiles has been their emergence from the twin concerns of better curriculum definition and the application of modern methods of assessment.

Curriculum Frameworks

Over the latter part of the 1980s there emerged in Australia considerable pressure for consistency in curriculum across its various education systems. Out of some curriculum-mapping exercises there arose collaborative efforts to develop curriculum and assessment frameworks in English and Mathematics. Then, at a meeting in 198, the Commonwealth and state Ministers for Education decided to act jointly to assist Australian schools and agreed on ten national goals for schooling (Australian Education Council 1989). Although these goals were expressed in generic forms the ministers subsequently established a Curriculum Corporation as a jointly owned company to facilitate collaborative development on curriculum and identified eight key learning areas as the overall structure of the curriculum. These areas were English, health and physical

education, languages other than English, Mathematics, and Science, studies of society, and environment and technology. For each area the council commissioned the development of a statement of what was to be taught and a profile of what students were expected to learn.

The statements define learning areas in terms of sub-areas called 'strands' (which reflect the major elements of learning in each area) and bands corresponding to different stages of schooling. For example, in mathematics the strands are attitudes and appreciations; mathematical inquiry; choosing and using mathematics; space; number; measurement; chance and data; and algebra. The strands specify both content and process, and suggest a sequence for developing skills and knowledge in that area. In the sense they are sometimes referred to as a frame work since they are not as specific as a syllabus. The bands are common to all the learning areas, with Band A referring to the lower primary years (years 1 to 4) and Band B referring to the upper primary years (Years 4 to 7).

For each learning area corresponding profiles describe outcomes and show typical progression in the achievement of outcomes. By describing what students are expected to achieve at each level the profiles provide a common language for assessment, for reporting, and for the development of teaching and learning. The profiles are sequenced as eight levels, which correspond roughly to the first ten years of schooling. They provide details for subdivisions of the strands (strand organizers), within which student learning outcomes are defined for each of the eight levels. In English there are three strands (speaking and listening, reading, and viewing and writing) divided into four strand organizers (texts, contextual understanding, linguistic structures and features, and strategies). For each-level there is a general description of student performance at that level and a set of pointers which are indicators of the achievement of an outcome. There are also annotated examples of student work which demonstrates the achievement of one or more outcomes at the particular level.

Even though the national statements and profiles were eventually not adopted on a national basis by the council of ministers, many aspects were incorporated by the states in their own curriculum statements. In this way these formal statements of what students are expected to learn have become a

powerful influence on the way assessment is conducted and the way student's achievements are reported.

8.5 AN ASSESSMENT PERSPECTIVE

The clear definition of curriculums in terms of intended learning outcomes for students was one of the influences on the emergence of profiles as an important part of assessment. However, there were simultaneous developments in methods of assessment that also resulted in profiles becoming such an important aspect of assessment in the modern primary school. The emergence of scale-referenced approached (variously called Bach, item response or latent trait) provided the technology to analyze data on student performance to establish standards in profiles empirically Two early examples of this application illustrate this perspective.

One early example of the empirical establishment of standards was light-sampling-based evaluation of literacy and numeracy levels in Victorian school (McGaw et al 1989). The evaluation was intended to establish how many students were completing school with inadequate levels and to compare current with past levels of performance. The tests devised were specific to the year 5 and year 9 levels but contained some items common to both tests and some items common to the tests that had been conducted in 1975 and 1980. All the item could then be mapped on to a common scale and items could be inspected to determine the point on the scale that represented the minimum acceptable performance (for functioning in adult society). The percentage of students at each year level could then be estimated and reported in a manner that enabled others to debate whether the definition of competence was too stringent or too relaxed. The use of a common scale also enabled the question of whether standards had improved or declined to be addressed. In this case the scale points were entirely based on empirical evidence. The evaluation preceded the elucidation of profiles related to an intended curriculum.

Extending the Principle

The principle of using a profile related to student development as a basis for assessment has found significant application and extension beyond the development and analysis of tests. This approach has provided a basis for the

systematic use of a variety of evidence as part of assessment. It has enabled the use of a wider range of student work and allowed teachers' professional judgments to be incorporated formally in assessment processes. This has been possible because of the establishment of profiles in which those judgments can be keyed.

Griffin (199) describes the process of developing profiles of literacy developing in the Victorian school system. Griffin used a range of teacher judgments or ratings of samples of student work and related these to performance on a series of tests (the Torch tests). Sets of seven bands in reading and nine in writing were established, with each and being described in terms of assessment information (worksheets, tests, checklists and performance tasks) can be incorporated and against which reporting with defined criteria can be facilitated. Subsequent developments have modified the Victorian profiles and enabled them to be used to study the intellectual growth of students over successive years (Rowe and Hill 1996a).

The emergence of profiles has stimulated resources for developmental assessment by teachers. Masters and Forster define developmental assessment as the process of monitoring a student's progress through an area of learning so that decisions can be made about the best ways to facilitate further learning' (Masters and Forster 1996). Masters and Forster describe profiles as 'progress maps' that teachers can use to monitor the development of students on an established continuum. This continuum provides a basis for using a variety of assessment evidence in a common framework. The resources that can be used within such a framework allow a rich variety of tasks and provide the possibility of giving meaning to statements in areas where clarity has traditionally been difficult. For example, the Developmental Assessment Resource for Teachers (DARI) (Forster et al 1994) has yielded a more detailed continuum of the development of skills in speaking and listening than was possible in the the absence of empirical testing. Master and Forster (1996) also elaborate on how performances, portfolios and projects can be incorporated into an assessment framework that has a developmental orientation.

8.5.1 Assessment As part of Monitoring

Over recent years a new emphasis on monitoring the achievement levels of students has been fuelled, at least partly, by anecdotal and non-systematic claims of a decline in standards. In the absence of systematic data about student achievements it was difficult to refute such claims. Similarly within the processes of government programmes, learning area were increasingly being asked to provide evidence that programmes across a range of areas were meeting the goals that were set for them.

8.5.2 National Assessment Programmes

The first national effort to document student achievement was designed to estimate the proportions of each age group performing below defined levels of minimum competence in literacy and numeracy (Keeves and Bourke 1976). It was based on two nationally representative samples of 6,600 students at the age of 10 years and 14 years, respectively. Although the study concluded that significant numbers of children were failing to reach adequate levels, data on a single occasion could not reveal anything about changes in levels of performance. A repeat survey in 1980 commissioned by the Australian Education Council, demonstrated no decline in performance levels since the 1975 survey (Bourke et-al 1981). For considerable period no further national surveys were undertaken because of opposition from both teachers' organizations and education authorities. It was argued that such surveys were inevitably narrow in their scope and thus likely to distort the curriculum.

In 1996 a National Schools English Literacy Survey (NSELS) was conducted on the basis of a ample of 4,000 students in each of Years 3 an 5 in a nationally representative sample of 400 schools (Masters and Forster 1997). The survey involved assessment materials in the five strands of the English profile: reading, writing, listening, speaking and viewing. Analyses and the development of the assessment materials were based on scale-refer ended approaches known as Rasch modeling or item-response theory. In its operation the Survey involved the training of teachers so that teachers in classrooms were actively involved in its administration and in making judgments. The results show the extent of growth that takes place between Year 3 and Year 5 and relates student achievement to a range of student and school characteristics. However, its basis was so different form the study conducted in 1975 that it is not possible to compare the two sets of results.

In 1997 the federal, state and territory Ministers of Education agreed that state-wide testing programmes in the primary school years would focus on Years 3 and 5, and that there would be some coordination of the tests so that some common elements would be included in each.

Information about achievement levels in mathematics and science has also been obtained from surveys conducted by the International Association for the Evaluation of Educational Achievement (IEA). These studies have typically involved national samples of students selected form the upper years of primary school, the early years of secondary school and the end of secondary school. Australia participated in the Fist International Mathematics Study in 1964, the First and Second International Science Studies in 1970 and 1983 (Rosier and Banks 1990) and in the Third International Mathematics and Science Study in 1995 (Lokan et al. 1997). There have been a number of other international studies in which Australia has not participated.

8.5.3 State-wide Assessment Programmes:

In recent years most Australian states have introduced, revived or continued assessment and monitoring programmes, especially at primary-school level. Some of these programmes began as sample studies, but in recent times most have shifted to adopt population assessment programmes at designated years, most commonly Year 3 and year 5. Sample programmes of monitoring are considered to be less intrusive on school curricula and to allow the possibility of testing over a wider range of curriculum areas in a systematic way. On the other hand, population testing provides individual reports on each student with the prospect of identification of, and attention to, difficulties. Population testing programmes also provide the opportunity for monitoring the progress of disadvantaged minorities in the school system.

Sample Surveys

Victoria introduced ample surveys of student achievement in 1988. It commissioned a survey of literacy and numeracy in 1998(Me Gaw et-al, 1989), followed by studies of science achievement in 1990 (Adams et al 1991) and social education in 1992 (doig et al 1994). Those studies focused on students in

late primary (Year 5) and early secondary (Year 9) schools and were limited to government schools. Since 1990, Queensland has conducted surveys of the performance of students, with tests of English and mathematics involving random sample of students in Years 5'7 and 9. Western Australia introduced sample testing involving students in Years 3,7 and 10 through its Monitoring Standard in Education (WAMSE) from 1990 onwards (Titmanis et al 1993). Some 1,500 students are sampled but the samples are different for each of the tests involved. Results are provided in the form of state-wide results and schools are encouraged to use the tests to monitor the achievement levels of their own students. Although this programme began with tests in literacy and numeracy, it now involves assessments across the range of learning areas rather than being confined the areas of English and mathematics.

Population Testing

In order to report on individual students' performances to parents and schools, population testing was introduced in the Northern Territory at primary level in 1983 and mid-secondary in 1989. Tasmania has had testing of all students aged 10 years and 14 years in literacy and numeracy since 1976, but on a four-year cycle with one test and one age group each year. New South Wales introduced population testing in 1989 at Years 3 and 6 but soon shifted the focus to Years 3 and 5. South Australia adopted the New South Wales tests from 1995. Victoria introduced population testing at primary level (Years 3 and 5) in 1995, and Queensland adopted Year 6 as the focus for its programme of population testing.

Some Results

Monitoring programmes have provided evidence about student performance levels over time. One of the results of the 1980 national study was to point to a significant improvement in the newspaper-reading items in the five years since the first study. In Victoria, data from the 1988 study could be compared with date from 1975 and 1980, and the conclusion was reached that there had been no decline in standards of performance (see, example, McGaw et al 1989). Similarly, for Tasmania there was no change in basic reading skills since 1975 and, until the appearance of a decline in the early 1990s, no change in basic numeracy skills (evaluation and assessment Unit 1993). Both the Western

Australian and Queensland programmes have been used to monitor changes over more recent times, from 1990 to 1992. Often it is changes in particular items rather than general global changes which can be the most informative.

Most of the Australian testing programmes include some items common to tests at the different year levels. This allows calibration of the tests at different year levels onto a single scale and direct comparisons of performance across year levels. Such a process provides an indication of how much growth takes place form one-year level to the next. It also provides an indication of the extent of overlap between year levels, In the Victorian study literacy and numeracy there was substantial overlap of the distributions of Year 5 and year 9 students (McGaw et al 1989). A similar result was found in science (Aams et al 1991).

Monitoring programmes can yield comparisons of achievement levels for subgroups of students and thereby address equity issue. The report of the New South Wales Programme for 1989 showed females performing better than males in literacy and numeracy at Year 3, and in literacy and numeracy at year 6, but males performing better in measurement and space at Year 6 (Masters et al. 1990). Students of non-English speaking background and students from the indigenous Aborignal and Torres Strait Islander populations had lower performance levels than the overall student population. The Aboriginal Education Policy Task Force relied on a meta-analysis of data from state testing programmes to establish the extent of the educational disadvantages of those groups.

Interpreting Results at School Level

One of the important conclusions to emerge from research on school effectiveness is that some schools are more effective than others and that the differences among schools might be as substantial as differences in social background in shaping some important outcomes of schooling (McGaw et al. 1992). As a consequence there is renewed interest in using achievement data to identify factors associated with the effectiveness of schools. The inference to be drawn from much of the research in recent years is that achievement data can provide an important perspective when analyzed carefully in co unction with

other information. Some of the considerations which need to be taken into account are outlined below.

Allowing for Differences in Student Characteristics

One of the important issues in examining between –school differences in achievement has been that of adjustment for the influence of the characteristics of the school population. Result achieved by students depend upon factors associated with their background characteristics (e.g. socio-economic status, non-English speaking background) as well as on what their school experience contributes. Therefore result need to be considered in the context of the kind of students who attend the school. It is possible to make statistical adjustments to compare the actual result for a school with those which would be predicted. If the actual exceeds the predicted score it is taken as an indication that the school has maximized the achievement of its students.

Change Rather than Static Measures

More recent studies have suggested that a statistical allowance for differences in social background is not sufficient to provide an indication of the contributions of schools to student learning. Allowance needs to make for differences in prior levels of achievement. Indeed, one of the most important developments in the methodology of school-effectiveness research has been the use of achievement growth (the change in achievement over time), rather than a single static achievement score at a particular time, as a criterion of school effectiveness (Mortimore et al 1988; Ainley and Sheret 1992). It has come to be accepted that the assessment of achievement outcomes needs to be based on a concept of growth if a study is to identify school contributions to outcomes. One of the benefits of modem approaches to assessment is that they provide a better basis for the assessment of growth provided that longitudinal data are available. For an individual school it may well be that an assessment of change from year to year will be of greater value than the results from a single year.

Differences within Schools

A number of studies have indicated that school influences are not distinct from classroom and teacher influences, and that classroom and teacher

differences are generally greater than school differences. This was evident in a study of Mathematics and reading achievement in primary schools in Victoria (Ainley et-al 1990). Similar results have been found using more sophisticated multi-level statistical analysis in studies within Australia and overseas (Rowe and Hill 1996b). This implies that within any school there will be more effective and less effective classrooms, and that improvement will come from improvements at classroom level.

8.6 ASSESSMENT AND THE QUALITY OF PRIMARY SCHOOLS

Recent years have seen advances in approaches to assessment in primary schools. It is of considerable interest, and of great benefit, that the use of broader evidence of learning and attention to more informative forms of reporting has been supported by developments in the technology underpinning the assessment process. These have provided teachers with the basis on which to incorporate more appropriate forms of assessment in their school programmes.

At the same time there has been wider use of large-scale student testing programmes, so that these have become a common part of many education systems. Although the details of these programmes vary somewhat there are many common features and many similar purposes. At their best these programmes can provide valuable additional information about education systems that can inform future development and improvement. Properly interpreted, they can provide schools with information which will assist in the development of their programmes. However, such information will always refer to a sample of the goals of school systems and should be part of a wider network of information. Flow it interacts with that wider network and how schools and teachers can make best use of the in provided are areas about which much remains to be learned.

Community Involvement

The extent, nature and quality of community involvement can be described as a series of steps:

1. Preliminary survey Including formal research
2. Inform, Communicate and casually consult

3. Educate, communicate
4. Participate
5. Consult, monitor
6. Plan, strategies, take decisions
7. Mobilize resources.

Each one of these can be discussed in detail:

Need Assessment for Preliminary Survey

An intensive face-to-face personal exploration in carried out in small teams of two or three people making informal visits, relying on oral communication. This activity goes on as monitoring even after the programme is launched and is hence a continuous process. Some organizations like URMUL (Uttari Rajasthan Milk Union Ltd) utilize a pre-launch rapid survey through a series of community meetings to establish rapport, and set up procedures.

Some other organization like SEWA began the programme as a result of feed back from women in the community, about the need for 'child-care centers.' There are also centers, which were set up without doing any systematic survey. The care-givers started their programme in response to needs perceived & learned about through friends, neighbors and personal observations; matching these with their own inclinations, needs time etc.

The Workers

In most rural centers, the care given is from the community itself. The care-giver at the center is the key person around whom the success of the programme is built. The outcome as measured by the level of job satisfaction seem to be as much linked to the extent of community involvement in selection; so that the person gets a states in the community, his self-esteem is high and his accountability to the community is also there.

The 'Bal Nipetan Sangh' has a glorious tradition of working with women and children in many rural parts of India. The Sangh has successfully

implemented the pre-school programme in the sum areas of Indore in Madhya Pradesh.

The following steps were taken:

1. The Bal Nipetan Sangh selected the Work-area.
2. Selection of Staff.
3. Maintenance and supervision of the Programme.
4. Community involvement in the selection of Anganwadi location and worker.
5. Training for all care-givers.
6. The emphasis was on pre-school activities.
7. Equipment and learning material were supplied by the Sangh to provide an educational environment within the centers.

The Sangh team along with the other officials visited 20 to 30 villages, meetings with Panchayat officials and community were organized, giving a small introduction about its functions and the services offered. The most import outcome of these community meetings was the geographically and socio-economic aspects of these areas were thoroughly understood by the Sangh people. They visited the villages repeatedly, talked to school teachers and to the community, to run the project successfully the Bal Niketan Sangh solict the cooperation of panchayat samitis and primary health centers.

The Anganwadi worker was elected by the village panchayat. The location of the Anganwadi centers. The supplementary nutrition's food was supplied. To emphasis pre-school education, a special kit was supplied to every anganwadi. To needs health services, a separate medical staff, a medical officer, two lady health visitors, two auxiliary nurses, midwives were appointed.

The Anganwadis

The heart of most pre-school programmes in rural India is a net-work of anganwadi centers, each staffed by an anganwadi workers. They are selected from within community, and from an economically, and from an economically needy class. The criteria for their selection in flexible. The informal approval of

the community members is also taken; these workers are highly motivated by the feeling of working for the community.

The Anganwadi is supported by supervisors who oversee the work, record the programme quality, provide guidance and help in planning of innovative activities. They also liaise with the community and help in getting essential inputs from the community. The Anganwadi is the local point for delivery of a package of services to the children and mothers. Normally the local community should provide the accommodation, as this is the beginning of community participation in the programme. The place should be clean, safe and such that children and women can come freely and easily to get the benefit of the services regularly. For outdoor activities the Anganwadi worker takes the children to the nearest park, playground or any open space, that is protected. Many activities like group games, jumping and skipping are smoothly carried out in the open space.

Another area where the community input is expected is providing supplementary nutrition to children. Parents are requested to send cooked vegetables or dal with their children. Everyday two or three households by turns send around 250 to 300 gm vegetable or dal each which is distributed among children.

8.7 THE TRAINING OF THE AUGANWADI WORKER OR THE CARE-GIVERS

The Bal-Nipetan Sangh has established a training Institute in Madhya Pradesh for Anganwadi workers. It in parts training to all Anganwadi workers and supervisors. The training curriculum is developed by the 'National Institute of Public Cooperation and Child Development'. The co-ordination of the training programme is the responsibility of the Sangh.

The Anganwadi workers and supervisors receive job training and short term refresher courses at the training centers. The training methodology is carefully structured. They learn about child development and early childhood education, health and nutritional services and are taught how to tackle problems shoulder responsibilities and evolve some methods of management. The training process involved considerable field exposure, and oral communication with the

maximum use of audio visual aids songs and role play. A lot of emphasis is laid on facilitating Pre-school activities like group singing, dancing and play acting and making recreational objects out of waste material. In-service training is provided by workshops that address the problems that occur in the field and provide knowledge and skills for innovative ideas. Preschool education training cum workshops is organized on the felt needs of functionaries and the organization. Sometimes workers also demand training in specific areas. The unique feature of this training is that workers are ready to adopt new and different methods.

The primary concern is to adapt training to the needs and problems faced by them in the initiation and management of child care centers. The training is done in camps, workshops village sangha meetings, field visits and celebrations. The visit of the worker from one village to other villages where such centers function, offers an opportunity for observing the environment and identifying similarities and differences; such visits often become mutually supportive.

Celebrations are organized where several villages participate; such celebrations provide means for self-expression; as they sing exact plays; put up posters and placards, and communicate awareness and ideas to a larger group to people in the village. The methodology of training of these care-givers or workers in these centers is deeply rooted in the tradition, and culture familiar to the group, while the content keeps changing with the needs of the group from time to time.

On the whole the pre-school programme in the rural areas, has two main objectives

1. Systematic understanding of women's and children's lives in villages and child care support that would effectively address their needs.
2. Evolving and implementing participatory process-oriented training strategies for a selected group of functionaries and care-givers at the centers.

8.7.1 The Urban Projects

Some of child-care cum pre-school programmes were set up in urban location; by the Bal Nipetan Sangh. The centers experiment with new techniques form time to time. The supervisors here are experts from different disciplines; like nutrition, social work and early childhood education working as a team they plan different innovative activities for their sector, or gaming small workshops for preparation of educational aids and formulate strategies for dealing with any problems that arise. They also plan different activities like 'nutrition week' celebrations and rallies. The monitoring and supervision is such as to boost morale and ensure earnestness of purpose.

8.7.2 Raising the resources or funding of these projects

The financial situation can be examined from two angles, the is that of expenditure, or costs and the other is that of income.

The most significant element in child-care is the human element. Hence the major element in cost is the human cost, which includes the salary and working conditions; which in turn affects job satisfaction, motivation.

The organizations have different patterns of funding.

1. Government's – dependent
2. Wholly self-reliant
3. Donor dependent
4. Community dependent

Most of the pre-schools in the urban location; fall in the second category as they charges fees from the parents; which covers most of their recurring expenditure. The initial expenditure of setting up is done by arranging loans, from financial institutions. Most of the recognized schools in the cities also have pre-school section; which acts as a feeder school to the main one. Admission into these schools is sought after by many parents.

In the rural locations the picture is different there is more of community involvement in these places. The minimum resources required are the premises, some provision for snacks and payment for the caregivers. In addition there is an amount allotted annually for doctors' visits and medicines.

In many rural areas in the northern parts of India. 'Mahila Samaphya' has successfully mobilized resources from the community to set up day-care center which also run pre-school educational programme. The women who take up the leadership role of organizing, get funds from the trust for child-care activities. The women mobilize local resources from the community in the form of play materials, fuel, water, floor spreads, makes or utensils, grains and go on. A nominal amount of Rs.5 to 10 per child is collected from parents to meet to cost towards to salary of the care-giver. These are a growing realization that if the service is paid for it must be better than the one; which is available, without payment. It has been found when the community is involved; costs can be cut substantially because of their various inputs.

Check Your Progress:

Note: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the unit.

1. What are the different patterns of funding?

8.8 LET US SUM UP

In this unit we have discussed the Improvement in pre-school Community linkages and the Involvement of the community in planning, executing, monitoring and assessing the pre-school programme in detail.

8.9 UNIT END EXERCISES

1. What are the main aims of pre-school education?
2. What is the significance of preliminary survey?
3. What is the role of anganwadi worker in pre-primary education?

8.10 ANSWERS TO CHECK YOUR PROGRESS

1. Governments – dependent, wholly self-reliant, Donor dependent, and Community dependent.

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BLOCK - III:LINKAGES WITH NEARBY PRE-SCHOOLS

UNIT IX

STRUCTURE

9.1 INTRODUCTION

As national attention increasingly focuses on the importance of children's development in their early years, we have the responsibility—as community members, parents, educators, leaders, and policy makers—to do our part to ensure that young children have the opportunity to thrive. While there are a number of efforts in place to support young children and their families, many focus on one of two domains: either improving early childhood care or education or improving elementary education. Research suggests, however, that there is an essential third domain to attend to in our work to support young children: improving the quality and continuity of a child's experience and her access to essential supports and services as she transitions from early childhood care or education into the elementary grades.

9.2 OBJECTIVES

After going through this unit, you should be able to

* understand the need for establishing linkages with nearby pre-schools
* understand the Importance of Peer supervision
* discuss the ways of obtaining services and financial assistance from the community.

9.3 NEED FOR ESTABLISHING LINKAGES WITH NEARBY PRE-SCHOOLS

From theory to practice: the linkages project

In 2009, CCS-IEL embarked on an ambitious action research and development project, leveraging the community school system infrastructure present in three geographic regions (Tulsa, Oklahoma; Multnomah County, Oregon; Albuquerque, New Mexico) to advance research and practice around a preK-3 approach that includes strategic partnerships between the elementary community school sector and early childhood sector. The Early Childhood and Community School Linkages Project (the Linkages Project) was guided by the premise that regions with relatively mature community school initiatives were

uniquely positioned to incorporate a range of alignment practices known to smooth children's transition from the early years into the early grades.vi Further, CCS-IEL believed that these initiatives were well positioned to take successful practices to scale and to prompt improved local, district, and perhaps even state-level policies, leading to broader impact for children and families. In order to understand the strengths and limitations of this hypothesis, CCS-IEL engaged the Gardner Center as a research partner. The Gardner Center conducted a three-year implementation study designed to yield insight into the conditions that support and hinder efforts to improve linkages.

From practice to theory: advancing a theory of change

After three years of implementation and the completion of a formal implementation study of the Linkages Project, CCS-IEL and the Gardner Center are poised to advance an evidence-based theory of change for early childhood and community school linkages.vii While there is some variation in how thought leaders describe the specific elements of a theory of change, most agree that it articulates a theory of how complex change may be accomplished. A theory of change is more than an action plan. It includes actions (sometimes referred to as strategies or practices), but it grounds them in a coherent rationale and maps them onto a series of indicators that will signal whether or not the actions are moving the overall work in the direction of the desired long-term outcomes. While a theory of change describes a coherent vision for change, it functions more like a compass than a map, pointing to key practices and indicators that can help orient and guide an effort to improve linkages while honoring and making room for local adaptation. By advancing a theory of change for community school linkages, we are translating the learnings of the Linkages Project into a tool that can be adapted to local efforts designed to ensure that all children—particularly our most vulnerable children: • experience a smooth and successful transition into the early grades, and • demonstrate growth across a number of youth development outcomes, including but not limited to higher levels of engagement, learning, and healthy development in the early grades. Early Childhood Community School Linkages: Advancing a Theory of Change 3 With these goals in mind, improving linkages requires much more than a few isolated changes; rather, it requires concurrent attention to multiple, interdependent levels of policy and practice. Our theory of change, therefore, assumes an integrated tri-level approach, attending to changes in three dimensions:viii • Settings (classrooms, schools, early childhood centers), • Systems (cross-sector

collaborative, school districts, geographic regions); and • Individuals (children and families). The implementation study identified a number of practices that improved linkages at the setting, system, and individual levels. When we examine the implementation patterns across project sites and regions, we see a promising theory of change for improving early childhood community school linkages (see Figure 1). The following section goes into greater detail regarding each of the core components of the theory of change and describes some of the strategic levers, practices, and short-term outcomes that are documented in the implementation study.

9.4 IMPORTANCE OF PEER SUPERVISION

A community based model of a preschool programme

In 1977, the Palmyrah workers' Development society in Tirunelveli and Kanyakumari districts of Tamil Nadu shortly known as PWDS, evolved a preschool programme; to take care and educate the young children of these workers. These workers had little or no formal education; but they recognized its importance and wanted to educate their children in the hope of improving their social status in the long run. In the community, the elder child was retained at home to take care of the younger ours; both boys and girls were put to work at an early age.

Responding to the needs community and aware that the physical, social, emotional and psychological needs have the young child could be effectively fulfilled through the early childhood education; the PWDS identified to educated girls from the villages and motivated them to start the first community preschool centers; with free food from churches auxiliary for social action (CASA).

It was not easy to enroll children in these centers. The people had to be convinced of the need for preschool as a step to school. But slowly, the programme became successful. Unemployed local girls, daughters of the workers, with high school qualification were taken as teachers. They attended a crash orientation course for 10 days; to learn the basic concepts of education; teaching methodologies, bookkeeping and child psychology. Only an allowance of Rs.30 per month was given to them. Parents were encouraged to pay a small fee ranging from Rs.2 to 5 to the teacher as contribution the community. The

teachers were involved in the nursery for half-a-day and they spent rest of the day visiting the women in the villages.

In September 1984 the PWDS introduced a savings scheme for the mothers for he preschool children. To start with the mothers were motivated to keep aside a handful of rice (Pidi Arisi) everyday as savings in kind; to help them feed family members during the off-seasons when they can't find work. Also Re.1- a day was collected from each members; and deposited in the bank, as many as 918 mothers form rural areas willingly joined the programme. Amazingly the total collection from September 1984 to the end of 1985 was Rs.1, 36,440.70. It was divided to help the teachers to earn additional income by giving them an incentive allowance of 4 percent of the money they helped to collect.

The remoteness of the area, participation form the people, and the qualification and aptitude of the teacher from the local area were taken into account while deciding the opening of a center. The village had to provide a place free of cost for running the centre; and the minimum no. of children in each center had to be 20. Since most of the parents were worried about the education of their children as well as the nutrition aspect, a working arrangement was negotiated with the governments' noon meal centers. There are about 10 such centers of PWDS even today where the children get preschool education and then go for a meal to the government centers.

Growth of the movement

Year	**Total No. of the Children**	**Total Savings (Rs.)**	**No. of preschools**
1989-90	2,793	7,88,650	120
1990-91	3,068	8,93,464	123
1991-92	3,150	11,23,855	123
1992-93	2,953	8,87,206	122
1993-94	2,605	10,13,208	106

9.5 WAYS OF OBTAINING SERVICES AND FINANCIAL ASSISTANCE FROM THE COMMUNITY

The preschool at work

The preschool starts at 9.30 in the morning with common worship. The teacher tells a moral story, followed by recitation of rhymes in English and the Vernacular. Then the teacher unfolds the number and alphabet chart. Though the teaching is very informal and flexible the focus in on making the children learn the 'three R's. They are also exposed to some general knowledge by learning the names of animals, birds, fruits, vegetables, colours and shapes.

They have plenty of outdoor activities too; they are taken out into the countryside for a nature walk, to observe the trees, plants, and insects around them. In the afternoons it is mostly painting and games. Even more than their learning experience, the children are very happy being together, and develop social relationships in the process. The parents are so pleased with the changes in their children, that they have come forward to pay a monthly contribution of Rs.5 to the school.

Costs and benefits

The cost per child works out to Rs.174 and the cost per center Rs.4,729 per year. This includes only the recurring expenditure, since the village people provide a place free of cost for running the center compared to a PWDS community pre-schools, a private institution in Kanyakumari district costs Rs.340 per year per child or twice as much.

Educational achievements in the district have reached new heights. There has been a dramatic increase in the literacy rates of the 14,000 preschool children who have gone to High Schools, only 142 have dropped out.

There are some other gains that cannot be quantified; but are revealed by the salient characteristics of the programme.

1. The pre-school teacher is from the village a modest attempt to identify and develop local leadership. She is seen not as a mere teacher, but also as a multi-purpose community worker.

2. Community participation is given the utmost importance. The pre-school centers are mostly initiated by the community with all the members extending their full cooperation.
3. The parents, especially the mothers, relieved from the burden of babysitting, are able to go to work and earn some extra income.

More space better toilet facilities adequate learning materials and convenient seating facilities are all obvious needs. But considering that this programme is an outcome of community organization and partially supported by the rural poor one can appreciate that it has to fit into the existing environment. The model developed by PWDS is innovative in that it supports community based attempts to provide child care facilities.

Cost / quality relationship

In the community based models of pre-school programmes, quality is related to factors like.

1. Relevance to the community
2. The perceived needs
3. Attainment of certain standards in health, nutrition and education

Hence, the important criteria for evaluation of quality are

1. Flexibility, sensitivity and responsiveness to need
2. Localization or adaptation to diversity cultural relevance
3. Low-cost approaches.
4. Extent of community participation.

Here, the curriculum of pre-school education and the actual classroom activities; take its place as only among several aspects of quality, but this required renewed emphasis.
The relation between costs and quality is linear, but in one direction only. Cost cannot predict quality but quality is predictive of cost. That is high cost need not be accompanied by high quality, but high quality invariable leads to high costs. To put it the other way around, low quality may accompany high cost, but low cost is usually accompanying by low quality only.

HIGH WORKER / CHILD RATIO	**LOWER WORKER / CHILD RATIOR**
High worker salary, good working conditions, leading to satisfaction motivation	Low salaries and poor working conditions leading to absenteeism, apathy, poor motivation, low job satisfaction
High supervisor / worker ratio	Low or no supervision
Flexsible programming	Fixed Programming
Continuous training	No minimal training or one time initial training only
Community involvement and structures for local initiative and decision making	Centralized decision making with little or no scope for community involvement.

The relationship is often concealed by the phenomenon of 'hidden costs' reflected in 'free inputs made in terms' of zeal application, motivation and personal charisma. However the factors underlying cost and quality seem to be the same in many respects. The main elements in cost are the human resources.

Experience in India establishes that the cost of materials and equipments is not a significant factor in quality or cost. It has been proved that all aspects of good programme, for nutrition to play activity can be run with low cost, locally available materials so it is better to speak of 'cost-effectiveness' than 'low-cost and the programmes which have diversified their funding sources and reduced dependence on any single sources; whether the government or donor, and mobilized community resources have the best chances of sustainability.

Check Your Progress:

Note: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the unit.

1. What are the important criteria for evaluation of quality.

9.6 LET US SUM UP

In this unit we have understood the need for establishing linkages with nearby pre-schools, the Importance of Peer supervision and discussed the ways of obtaining services and financial assistance from the community.

9.7 UNIT END EXERCISES

1. Discuss a community based model of a pre-school programme.
2. Discuss the ways of obtaining services and financial assistance from the community.

9.8 ANSWERS TO CHECK YOUR PROGRESS

1. Flexibility, sensitivity and responsiveness to need, Localization or adaptation to diversity cultural relevance, Low-cost approaches, and Extent of community participation.

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UNIT X

STRUCTURE

10.1 Introduction

10.2 Objectives

10.3 The role of traditional and non-traditional media to reach the community

10.4 Importance the role of folk art and music

10.5 Let us sum up

10.6 Unit End Exercises

10.7 Answers to Check your Progress

10.1 INTRODUCTION

In the society, Traditional Media as tools in the medium of communication for ages. They are indigenous modes and have served the rituals practiced by the people. These are very old and deep Rooted. Traditional tools of communication are developed from the beliefs, customs, and Musical and visual folk art forms, transmitted to a society or group of societies from one generation to another. Traditional media thus represents a form of communication employing vocal and verbal.

10.2 OBJECTIVES

After going through this unit, you should be able to

* discuss the role of traditional and non-traditional media to reach the community
* understand the importance the role of folk art and music

10.3 THE ROLE OF TRADITIONAL AND NON-TRADITIONAL MEDIA TO REACH THE COMMUNITY

The non electronic mediums which works as part of our culture and as vehicles of transmitting tradition from one generation to another generation is called traditional media. There are other ways of communication which exist in different forms in and around us. But it is also important to understand that communication is not only confined to print, television, radio, photography, internet etc. We have learnt a lot about communication, various media forms used for communication as well as the use of communication in our day to day life. They have also developed different ways of communication depending upon the local language and culture. Similarly illiterate people will not be able to read newspapers or magazines. However, this does not mean that they do not communicate. Even today you will find villages where there is no proper electricity. People in such places might not be able to view television or access the internet. But for your understanding, these can be divided into the following: We have already seen that these forms are different in different regions and communities in our family, friends and as a whole in society. All the forms may not be popular but they help to communicate. A traditional media form can be anything which does the purpose of communication.

Folk dances:

They vary from one place to another. For example, you will find a variety of tribal dances in the north eastern region, Orissa and Gujarat. Every tribe has a different dance form and dress, accessories, symbols and motifs. The traditional conventional sounds used to summon animals. Forms of traditional media also include the house barn and fence types. They played a vital role in communicating ideas and culture from one generation to another. Traditional paintings, wall paintings, inscriptions, statues and stupas are considered as different modes of communication.

10.4 THE ROLE OF FOLK ART AND MUSIC

Traditional arts and music dominated the scene of mass communication in India. They were, of course, associated with the cultural festivals and religious rituals. Folk songs, folk dance, harikatha, oyilaattam, folk drama, puppet shows, kirtans, palas, daskathias, yatras etc. Were used both as the media of information as well as entertainment, these were of universal appeal, crossing

the barriers of religious and economic backgrounds. These folk arts and music were quite indigenous and appealing to all sections of the society.

During the freedom struggle also these art forms were utilized for creating patriotism and nationalism among the people. The poets, dramatists and writers also contributed their mite to this noble cause through their creative activities. Folk musical forms were found effective for fostering heroic spirit and sacrifice in the hearts of the people. These were oral and aural mass media of communication. Although entertainment is emphasized, education is also promoted by the use of folk art and music.

Villupattu

In Tamil villages, performers narrate stories ranging from mythological to social. The main storyteller narrates the story striking the bow. The bow rests on a mud pot kept facing downwards. A co-performer beats the pot while singing. There is usually another co-singer who acts as active listener to the narration, uttering appropriate oral responses. The local government sometime utilize this as a vehicle for social messages and propaganda.



A group of artists performing villupattu

There are also Udukku (உடுக்கை), *Kudam* (குடம்), *Thala*, *Kattai*(கட்டை), which are used as supplementary instruments in performances. *Udukku* is a small drum with a slender middle portion which is held in the left hand and played by the fingers of the right hand. Occasionally, the *Villu Pattu* team divides itself into two groups, each trying to prove opposite points-of-view of a subject. This is called *Lavani Pattu*. The songs used by the *Villu Pattu* artists are mostly traditional folk-songs. They are played during occasions of temple festivals in villages. The songs sung mostly in *Villu Paatu* praise a god or tell a story. These

days the number of artists performing *Villu Paatu* is tremendously reduced as the income earned from it is never enough for running one's life.

Street plays

Preschool concerts and plays can either be fun and enriching or stressing and full of dread for your students. It all depends on your focus! I am a firm believer that we should not "do" programs just because "the families love them". Don't get me wrong, I am all about group fun with the children so long as their needs are our main focus and consideration when planning them and not to please families or "show off" our teaching abilities to get 24 children to comply with a program! For example,

Fairy Tales: Preschool Style

Make masks and have the children dress in appropriate colors for the characters! These are fun to act out and you can make the "back grounds" just using what you have! We used a bean bag chair from our classroom for one of the beds, as an example!

1. The Three Little Pigs

2. Little Red Riding Hood

3. Goldilocks and the Three Bears

Harikatha

This is an ancient form that took current form during the Bhakti movement in around 12th century. Many famous Haridasa are Purandaradasa, Kanakadasa. Telugu form of Harikatha originated in Coastal Andhra during the 19th century. Harikatha Kalakshepam is most prevalent in Andhra even now along with Burra katha. Haridasus going round villages singing devotional songs is an age-old tradition during Dhanurmaasam preceding Sankranti festival. Ajjada Adibhatla Narayana Dasu was the originator of the Telugu Harikatha tradition, and with his Kavyas and Prabandhas has made it a special art form.

The Benefits of Puppet Play Theater for Preschoolers

- Stimulation of Imagination and Creativity. One of the most obvious benefits of puppet play is that participating in this activity can allow your child's imagination to run free. ...
- Development of Motor Skills. ...
- Expression and Understanding of Emotions. ...
- Improvement of Self-Confidence and Social Interaction.

Check Your Progress:

Note: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the unit.

1. Name some benefits of Puppet Play Theater for Preschoolers.

10.5 LET US SUM UP

In this unit we have discussed the role of traditional and non-traditional media to reach the community and understand the importance the role of folk art and music with some examples.

10.6 UNIT END EXERCISES

1. Discuss the role of traditional and non-traditional media to reach the community.
2. Discuss the importance the role of folk art and music with some examples.

10.7 ANSWERS TO CHECK YOUR PROGRESS

1. Development of Motor Skills,
   Expression and Understanding of Emotions, and
   Improvement of Self-Confidence and Social Interaction.

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UNIT XI

STRUCTURE

11.1 Introduction

11.2 Objectives

11.3 Need for Modern media

11.4 Importance of Mass media, radio, television, cinema, newspapers and magazines and posters

11.1 INTRODUCTION

Modern technology has made the requirement for information flow to be quick and effective. We have been able to achieve this through the internet; the

medium i.e. the internet has facilitated each of us, by making the communication cheap and fast. News for U.K is available in the Australia as soon as it's on the media, accessible by millions at one time. The growth of the internet is a necessity nowadays. Now internet, where people choose to spend a major part of their day has brought social communities where people can chat, message, share beliefs, extract information, share information about things they are interested in. The internet being the centre of usage for millions of users every day, thus it also appears to be a medium for brands and products to advertise, but this advertisement is different from the advertisement we see otherwise. This advertisement takes into account that the information flow is fast and inspired by people more than the advertising agencies. So let us see how social networking became the part of our lives.

11.2 OBJECTIVES

After going through this unit, you should be able to

* define Modern media
* understand the Importance of Mass media, radio, television, cinema, newspapers and magazines and posters
* analyze their relative effectiveness in establishing the link.

11.3 NEED FOR MODERN MEDIA

Modern media comes in many different formats, including print media (books, magazines, and newspapers), television, movies, video games, music, cell phones, various kinds of software, and the Internet. Each type of media involves both content, and also a device or object through which that content is delivered. The term media, which is the plural of medium, refers to the communication channels through which we disseminate news, music, movies, education, promotional messages and other data. ... We used to get all our news and entertainment via TV, radio, newspapers and magazines. Today the Internet is gradually taking over.

11.4 MASS MEDIA

Communication through ages has been the transmission of information among individuals by sound, touch and sight. A man as a social being cannot help but communicate with others. He communicates to express his feelings, needs, ideas and opinions about himself, environment and other people around him. He communicates, because he feels and he feels not only for himself but also for his fellow-beings. When such communication is meant for the mass, the media used for the purpose is called mass communication media or mass media in brief.

The history of man and the history of communication seem to be synonymous. One cannot be separated from the other. The different types of invention s and discoveries that man has so far made are all to enhance his ability to communicate and to make his work better and easier. Emerson in his famous essay "Works and Days" has aptly said, "All the tools and engines on earth are only extension of its (mankind's) limbs and senses." Samuel Butler in his "Erewhor" (1872) develops the same idea "that machines were to be regarded as a part of man's own physical nature, being really nothing, but extra-corporeal limbibes, every past invention being an addition to the resources of the human body." In the Study of Invention" (928) Hendrik Van loon has illustrated the tools as the extensions of man-his hand, foot, mouth, skin, eyes and ears (Dale, 1969 p.612)

The history of man is thus an account of the extension of his powers. Particularly, the invention of alphabets, printing from movable types, invention of radio and television are landmarks not only in the history of mankind, but also in the development of mass communication media. It has therefore been observed by Mohanty (1 p.30) "In this age of science and technology, importance of mass media cannot be over-estimated. It is felt difficult to spend a single day without the use of mass media. Different aspects of our life-social, political, economic and personal, are being influenced by mass. Media."

Like Industrial Revolution many people call the present day changes "Communication Revolution" James Kinder (1959 p.2) had pointed out, "Today the mass media of communication reach millions of people scattered over the face of the earth. Through the mass media, every working hour of everyday,

modern man is entertained, in informed, is urged to act this way or that Way, and to spend money on an infinite variety of goods and services.

11.4.1 Nature and types

Mass media of communication are the results of the modern age of science and technology. Previously, there were traditional modes of communication like meetings, conferences, fairs, yatras, beating the drums, blowing the trumpets and so on. Then the manuscripts with many limitations acted as a medium of communication. But printing of the book with movable types brought about a significant change in the communication system. Lately, electricity and electronic started a revolution in the communications. Radio, television, films and newspapers acted as the effective mass media of communication. Mass media are many and to describe their development here is far more difficult However, attempts will be made to discuss briefly the development of some important mass media like folk art and music, printed materials, including newspapers, radio, political and economic life of her people.

11.5 PRINTING MATERIALS LIKE NEWSPAPERS AND JOURANALS

Books, Journals and newspapers constitute the whole gamut of printing materials. These are comparatively less expensive and more popular. Prior to this, there were manuscripts namely "Pothis" in palm-leaves or Bhurja leaves which were very limited in number as well as in use. At first the European missionaries brought printing technology to India, two centuries ago. The first newspaper was published in Calcutta in 1780. Indian newspapers with Indian editorship and proprietorship started during the period of renaissance under the inspiration of Raja Ram Mohan Roy. The first Indian newspaper in English was the Bengal Gazette (weekly) published in 1816. Although it died after a year, the era of Indian journalism was opened and by 1823 the country had at least three newspapers published in Bengali, three in Persian and one in Gujarati.

During the struggle for freedom the press restrictions were harsher and the Anglo-Indian press defended the government by belittling the people's right and aspiration for freedom. On the other hand the Indian leaders like

Aurobindo, Annie Besant, Lajpat Rai, Bipin Behari pal, Surendaranath Benerjeet, Tilak, Gandhi and Gopabandhu were the shining luminaries not only in politics but also in journalism. Mahatma Gandhi launched his NON-cooperation Movement soon after the First World War and demanded fearless criticism from the press. This led to the enactment of the Press (Emergency Powers) Act of 1931 for dealing with the terrorist activities and crushing the Civil Disobedience Movement.

After Independence the "freedom of speech and expression" was recognized as a fundamental right under Articles 19 (1a) of the Constitution. Although there is no special provision on the freedom of press as such, It is covered under this fundamental right.

The Registrar of Newspapers was appointed 1956 for regulation and collection of authentic statistics regarding all aspects of the press. Some other Acts and amendments were also passed for controlling the press and during the Emergency of 1975. Severe restrictions were imposed for curbing freedom of the press. Most of these 'restrictions have been removed by the amendments to the Constitution.

Printed materials made education available to a vast population. In place of "class education" it became – "mass education." Printed materials in fact became the most popular means of education. Text books, handbooks, guidebooks and journals are used as very useful teaching learning materials. In spite of electronic advancements, printed materials are felt indispensable.

11.6 RADIO

Since 1924, the era of radio broadcasting began in our country as a Radio Club at Madras which started a broadcasting service. In 1926 Government granted a license to the Indian Broadcasting Company to establish broadcasting stations in the country. The company got the monopoly of broadcasting earning revenues through licences. The first station was set up at Bombay on July23, 1927 and the second one at Calcutta on August 26, 1927. The Broadcasting Company was, however, Liquidated in 1930 and the Government of India look over the broadcasting service. Originally, it was called the Indian States Broadcasting Service and in 1936 it was redesignated as the All India Radio.

Lienel Fielden took over the office of the Controller of Broadcasting from the beginning and Government of India provided a sum of Rs.40 lakhs for development of the service initially. With an impetus from the World War, broadcasting developed considerably. The AIR however, had to face a lot of administrative problems on account of foreign rule, multiplicity of languages and economic backwardness. Menon (1976) has rightly pointed out, "it was only after Independence that broadcasting was organized as a national service, in the last twenty years the growth has been both in quantity and quality, steady, if not spectacular. The orientation in outlook, the shift in emphasis of values, the transformation of an existing set-up into a national service, these take time. And the wheels of Government grind slowly."

With a view to formulating programme policies, advisory committees were attached to the radio stations from the very beginning of the service and such committees are still continuing with every station. The AIT always functions under a code of conduct. News involving sex, crime, religious fanaticism, communalism, personal attacks, and threats to public place are generally avoided.

11.6.1 Importance of radio broadcasts and audio cassettes in education

Radio is an effective medium. It is also comparatively inexpensive. It has occupied a significant place in distance education. It is playing an important role in providing effective education. It not only informs, but also inspires. It not only inculcates values and virtues, but also creates attitudes, and interests. It can cover a very wide area at the same time. There is already a well-developed infrastructure, a background of long experience to its advantage.

Similarly, educational audio cassettes/tapes can easily be utilized by means of cassette players and tape recorders which are now easily available and can be procured with reasonable amount. Handling these machines, even recording and playing of the cassettes/apes are not difficult. Hence in classroom teaching, tape/ cassette recorders are useful aids. Educational broadcasting and audio cassettes/tapes have therefore, immense potentialities and possibilities. Particularly in a developing country like India where we are experiencing constraints of finance, efficient teachers, suitable equipment and appliances,

radio and audio cassettes/tapes are to play a significant part in expansion as well as qualitative improvement of education. India is still having some inaccessible area where educational institutions are not feasible and expansion of education has facts serious difficulties. To a large number of socially disadvantaged education is not meaningful and interesting. There has been a growing awareness about the inadequacy of the traditional formal system of education not only for expansion, but also for improving the standards of education. The need for alternatives in the shape of non-formal education, distance learning and correspondence courses is gradually felt imperative. Both for improvement of quality and quantity of education, use of radio/audio programmes has great significance.

Throughout the world, educational radio programme has become popular and in certain countries it has worked wonders. These countries also represent both developed and developing world and the radio programmes have been found effective both in formal and non-formal systems of education. Wilbur Schramm and others in their research work "The New Media: Memo to Educational Planners" have elaborately discussed the achievements of various media in the field of education and training. Especially the use of radio is quite remarkable in Algeria for meeting the post Independence emergency in the shortage of teachers by providing pre-service and in-service training, in Australia for extending the school facilities to far-flung sparsely populated area situated hundreds of kilometers away from the nearest schools, in New Zealand for providing educational opportunities to remote families, in Niger, Toge Honduras for providing literacy and adult education and in Thailand for teaching teachers.

Besides Schramm and others, Godman, UNESCO expert in sound broadcasting in his paper "Educational Radio: Some Notes on its Potential and its Utilisation" has narrated the successful stories of educational radio in three countries. In the Australian State of Tasmania, a new form of handwriting was introduced with massive preparation and cooperative efforts. In Papua New Guinea with 700 linguistic groups, English was taken to be the common medium of communication by utilizing various well designed print materials and other techniques. In Indonesia, radio was able to provide in service teacher-education through an extensive pilot project. In Kerala, teachers competence in English and during SITE, teachers' efficiency in science was improved and upgraded

with the help of suitable radio programmes planned, produced and broadcast in a particular time in six States of India – Andhra Pradesh, Bihar, Karnataka, Madhya Pradesh, Orissa and Rajasthan. Thus we have ample evidence of the achievements of educational radio in different countries of the world Educational broadcasting has also been used for enrichment purposes, for non-formal education, for open school and open university systems.

11.6.2 Limitations of the radio programs

Radio has a number of inherent limitations. It is medium dependent on sound only. It demands a habit of constant listening. Radio may broadcast a well developed lesson, but cannot develop a lesson with the audience. No intervention on control over the broadcast is possible to suit the special need and interest of any group. S.Rahman has rightly pointed out, "Radio broadcast is evanescent, impermanent and-rarely sufficient in itself for the core of instruction intended in educational broadcasting. It cannot be turned to, studied or reread at leisure."

In radio programmes there is no scope for interpersonal contacts and interaction between the artist (here radio teacher) and the audience. So the elements of motivation and inspiration are usually lacking in the sound broadcasting. Audience cannot see the performers directly, nor are the artists or performers able to see the audience. It therefore makes a lot of difference in the approach and techniques. Sole dependence on sound and complete absence of any visuals make this medium quite different from television or film. G.C. Awasthy has aptly said, "In radio, the artist and his audience are nowhere near each other. In the physical sense they are non-existent to each other. The basic fact about radio art and this is the over-riding fact is that it is entirely an aural art with a complete absence of visual components. This is at once the weakness and the strength of radio as an art form."

To most of us, listening is very exacting and to some it is taxing also. Since radio calls for listening only from its audience, it has to perform a difficult task Donald Me Whinnie discussing the true nature of radio has observed that we are used to seeing and listening simultaneously and listening only proves inadequate or the effect demanded too exacting. Asking for imagining a piece of conversation in a dark room, Me Whinnie has added "The words acquire a

compulsion of meaning they did not have before, they develop a richness of texture through being isolated and you focus your sensibility and imagination on men as you rarely do in daylight. That is wily, radio as a medium makes the heaviest demand on the imagination and sensibility. The listener has to make the experience gained from the radio his own, by relating it to his own terms of references on his own background."

With a view to overcoming the limitations in radio broadcasting, the following steps should be taken up.

1. Since sound is the only means of communicating the message in the radio broadcast, it has to be supported with printed materials, illustrations, posters, slides, filmstrips etc., as well as discussions.
2. As the programme is on the air we listen to anything only once for all and every thing changes from moment to moment. In order to make an impact, it must draw attention right from start and continue to sustain the interest of audience. This will be possible only by adopting certain attention-drawing and interest-sustaining techniques.
3. Sound being the only medium in radio-broadcasts, it has to be enriched by variety and reality in music and sound effects. By this the absence of visuals is mitigated and the deficiency n. ade up giving ample scope for audience's imagination.
4. Suitable script should be developed as framework of the radio programme giving adequate scope for generating interests sustaining suspense of curiosity throughout, and she sing new light and sound.
5. Scripts are also to be properly handled by the producer in producing programmes. Awasthy has nicely observed, "A radio script, no matter how well it is written, is but the bare bones of a programme. What counts is how well it is put across. Between the script and its broadcast lies the whole technique of production and the success or otherwise of the producer."

Lastly, it may be pointed out that educational radio has to utilise selected subject areas for clearly defined purposes. It should have motional appeal, power to stimulate the imagination to bring the external or distant world to the classroom and to recreate an event or episode from the past life of history. Thus the choice of materials and formal optimum use of sound and musical effects,

utilization of suitable techniques and treatment would ensure success of educational broadcasting.

11.6.4 Strengths and Weaknesses of Audio Cassettes/Tapes

The advantages and disadvantages of audio cassettes and tapes are mentioned as follow:

I. Strengths

1. Tape recorders and cassette recorders are not expensive in comparison to other electronic media.
2. Even without electricity, tape/cassette recorders can be used with the help of battery sets.
3. These recorders can play back cassettes/tapes according to convenience of the learners. That is, theses materials can be utilized for repetition, drilling, practicing and illustrating some specific teaching points.
4. Tape/cassette recorders are comparatively handy and quite portable, and as such can be used easily at various places.
5. Production of educational cassettes/tapes is quite easy and does not require much technicality.
6. Production cost of educational audio cassette/tapes is quite reasonable.
7. Tapes/cassettes are produced according to educational needs and conditions of special groups of learners.

II. Weaknesses

1. Like radio, audio cassette/tape programmes are only sound-based and have no visuals. Hence, these programmes are boring.

2. Audio cassettes/tapes are generally developed locally, even institutionally. So professional quality is often sacrificed.

2. Like radio programmes, in the audio cassettes/tapes there is no scope for interaction and feedback. Hence these are one-sided/one-way communication and miss the personal touch.

11.6.5 Steps for Overcoming the Limitations of Audio Cassettes/ Tapes

With a view to overcome the limitations of the audio programmes, the following steps should be taken:

1. Sound being the only or the main medium, it has to be supported by printed materials, posters, slides, pictures etc.
2. As listening is very “exacting for many, appropriate attention-drawing and interesting techniques need to be adopted in the audio programme.
3. In these programmes, there should be adequate and appropriate use of music and sound effects.
4. Scripts being the backbone of these programmes should be prepared taking pedagogic and psychological needs and conditions of the clientele into consideration.
5. In educational audio programmes there should be imaginative use of humour, elasticity, suspense, curiosity etc.
6. In order to make audio programmes effective, teachers should conduct pre, during and post audio discussions and other follow-up activities.

11.6.6 Effective Utilization of Radio/Audio Programmes

In order to ensure effective utilization of educational radio/audio programmes the following factors are to be taken into account:

1. Provision and maintenance of radio sets/audio/tape recorder.
2. Organization of radio/audio listening in class.
3. Pre-broadcast/play back discussion.
4. Post-broadcast/play back discussion.
5. Use of support materials
6. Follow-up activities.

11.7 TELEVISION

Television service was inaugurated in Delhi on September 15, 1959 and was operated from small improvised studio. It was telecasting programmes twice a week for a duration of one hour each. Only 21 TV sets were installed for community viewing and a UNESCO assisted project was implemented to assess the effectiveness of social education programmes. Since the report was quite encouraging the Government of India started telecasting education I programmes since 1964 with the Ford Foundation assistance.

An innovative project in television was the SITE (Satellite Instructional Television Project Experiment) during the year 1975-76. The International communication experts like Wilbur Schramm pleaded for mass medium like satellite for India and the Indian Scientists with vision and zeal like Vikram Sarabhai made the project of satellite communication as success. The SITE was inaugurated on Aug, 1 , 1975 and TV programmes produced by the Doordarshan and ISRO (Indian Space Research Organization) were telecast to 2400 selected villages of 6 states – Andhra Pradesh, Bihar, Karnataka, Madhya Pradesh, Orissa and Rajasthan. The Satellite which was loaned by NASA of USA to India for a year was called ATS-6 (Applications Technology Satellite-6).

After the SITE, the Government of India decided to provide TV Viewing facility in 40 per cent of the SITE served villages by setting up terrestrial transmitters in the six SITE states. The project called Community Viewing Schemes was implemented in these States at different times during the years 1977-80. Then detailed planning was made for another ambitious project named INSAT (Indian National Satellite) which is an experiment of great national importance in the field of multi purpose communication system. The INSAT-1A was launched on April 10, 1982 in order to provide TV service in the states of Andhra Pradesh, Orissa, Bihar, Maharashtra, Gujarat and Uttar Pradesh.

After its mechanical failure in September '82 Insat-113 was launched in August 30, 1983 and was made operative from October 15, 1983. It is successfully providing facilities of nationwide coverage by direct telecast to low-cost community receivers, television and radio programme distribution, disaster warning, and relay of meteorological data. About 4000 community viewing TV sets have been installed in these States and television programmes were being broadcast daily for two hours and forty five minute in the morning for primary schools and two hours in the evening for adults.

TV is now the magic carpet being used as a means of exploring the mysteries of the universe and a magic box for providing education and entertainment simultaneously. It is now a window to the world and a very potential and pragmatic medium of education catching the attention of all-high and low, rural and urban, students and teachers.

11.7.1 Backdrop of Educational Television in India-Pre-Site ETV Programmes:

Television as the most powerful medium of communication has revolutioned the lifestyle of many people in the world. It has remarkable versatile in treatment of themes and an outstanding impact on the various aspects of modern life. It can reach an enormous cross-section of population with simulations presentations. It combines all kinds of audio-visual aids and equipment. It is capable of helping learners and viewers to overcome the cultural barriers and social deprivations or deficiencies. On the whole, television has immense attraction and enormous potentiality in molding characters, forming attitudes and shaping values and vision of life.

Educational Television was first produced and telecast by AIR in January-March, 1960: According to an agreement with the Ford Foundation, 6 thousand TV sets were installed in secondary schools by 1965. This service was inaugurated on the 23rd October, 1961. The agreement also provided for the supply of technical equipment, training of AIR personnel and so on.

After 4 years of experiment the project was evaluated and the overall impact of the ETV programmes was found quite satisfactory. The regular TV service was inaugurated in Delhi on 15the August, 1965.

11.7.2 SITE Period

The Satellite Instructional Television Experiment (SITE) was implemented during the year 1975-76. The TV programmes produced by Doordarshan and space Application Centre (SAC) were telecast for primary school children since the I st August, 1975. The ATS-F loaned by NASA., U.S.A., was utilized for telecasting the programmes. The six States of Andhra

Pradesh, Bihar, Karnataka, Madhya Pradesh, Orissa and Rajasthan were covered under this project and about 2400 villages were served by this service. The Educational Technology Cells organized training courses for the Television User teachers and provided teachers' notes and other support materials with the help of NCERT, New Deli.

Since the impact of ETV programmes was found to be quite useful, the Government of India decided to provide TV viewing facilities in 40% of the SITE covered villages by means of terrestrial transmitters. In the aforesaid 6 States, the project was popularly called as Community-Viewing Scheme and besides education other subjects like agriculture, health, family planning etc., were provided through the TV programmes. Subsequently, the ETV service has been made available in most of the important cities of the country.

11.7.3 INSAT ETV Programs:

The Educational Television Programmes were telecast through Indian National Satellite (INSAT-IA) for some months during 1982 and then through INSAT-113 from 15th October, 1983. The ETV Programmes produced by Doordarshan and centers for Educational Technology/Central Institute of Educational Technology were telecast by Doordarshan for rural primary school children. The States like Andhra Pradesh, Bihar, Gujarat, Maharashtra, Orissa, and Uttar Pradesh were covered under the INSAT project.

11.7.4 Strength and Weaknesses of Educational Telecast and Video Cassettes

All educational systems and educational materials are consciously and carefully designed to help pupils learn and grow towards certain pre-stated educational objectives. Most of the television programmes are also an education of a kind, because they inform, instruct, entertain and thus educate. When used as a teaching tool in an educational situation – formal or non – formal television may well be labeled as "the queen of audio-visual aids." It can effectively combine a multitude of teaching aids-films, slides, tapes, charts and other graphics. As a teaching aid, television has several advantages and can play a very important role in making learning effective and joyful.

11.7.5 Strength of TV & Video Cassettes

Some of the advantages television has over other media are:

1. Television can bring the whole would into the classroom
2. It combines both sound and pictures, moving and still, grips the attention of viewers and has great motivating power.
3. It makes the past alive.
4. It can bring distant objects, places, people, events and processes to the classroom.
5. It is a mass medium and can reach vast number of viewers simultaneously and at distant places.
6. It can magnify small objects which can be seen by several students at a time.
7. It can also show events in slow and fast motion.
8. Live and dramatized situations presented through television can be used to educate the viewers.
9. Equipment and materials not generally available in school laboratories, can be shown on television.
10. In teaching foreign languages, the native speaker can be brought in the classroom for ideal demonstration of speech.
11. TV can also cut down the cost of education to some extent, if more and more pupils are allowed to have access to television programmes.
12. As a corollary to above, unit cost will come down and cost effectiveness of education will increase.

11.7.6 Weakness of Telecast/Video Cassettes

Television, however, suffers from a few serious drawbacks also. These are:

1. Television is a one-way medium. Once it starts, it goes on and on, It can't stop to answer the questions or remove doubts, if any, arising in the minds of viewers. That means you cannot turn the page back and information retrieval is nil.

2. Television is a very expensive medium' and to bring down cost, it should cater to a large number of learners, making effective programmes and using interesting formats capable of being repeated.
3. TV tends to make the viewers inactive and, as some modern researches have pointed, it damages the brain temporarily.
4. It surely is a dissociative medium and turns one off.
5. TV cannot cater to individual differences and can at best cater to the average group.

11.7.7 Steps for Overcoming the Limitations of Telecast and Video Cassettes

With a view to overcome the limitations of telecasting and videocassettes, the following steps need to be taken:

1. Television being a one-way medium should be supported by interaction of teachers with students, once prior to and another, after the telecast for generating curiosity, preparing students for reception of the ETV programmes and video cassettes and clearing doubts, if any in the language and content transmitted therein.
2. Since television is an expensive device, it is desirable that more care is taken for production and utilization of suitable ETV programme, so that more students would be benefited and cost effectiveness would increase.
3. There is no conclusive evidence that viewers become inactive and their brain is temporarily damaged. Besides, viewing the ETV/video cassette programmes intermittently, not at a stretch, cannot do any harm to the mental or psychological make up and conditions.
4. ETV/video cassette should be made interesting and relevant to the needs of the curriculum, so that these can be made useful and the individual differences taken care of.
5. With the imaginative use of various visuals, music and electronic effects, the ETV/video cassette programmes could be made pleasant and educationally efficient.

For promoting effective utilization of ETV and video-cassette programmes, the following strategies need to be taken:

1. Provision and maintenance of TV/VCR sets.
2. Organization of efficient viewing of ETV and video cassette programmes.
3. Pre-telecast/playback discussion.
4. Post-telecast/playback video discussion.
5. Use of support materials.
6. Follow-up activities.

11.8 FILM (CENEMA)

Films are a very effective mass media of communication and provide education as well as entertainment. India entered into the era of film production in 1912 with "Pundalik" a silent film produced by R G Torney. The age of silent films came to an end ill 1931 when the talkies began to be produced. Over these years thousands of films have been produced and the majority of them in a few important centres of film production like Bombay, Madra and Calcutta.

Documentary films are useful for mass communication and most of these films are produced by the film Division of the Government of India. Its headquarters is at Bombay and branch offices in different States for distribution of such films. Films are produced almost on all subjects of national interest and include documentaries, cartoons and TV films in almost all important languages of the country.

Educational films are a very interesting medium of education. On a wide canvas we can see the real world or imaginary world with keen interest and rapt attention. Educational films produced with specific academic theme and suitable methods as well as techniques, are helpful in imparting instruction and happiness. They provide reality and imagination, variety and novelty, motion and animation by making instruction interesting, Students learn from educational films without tears, without boredom and without any strain. They enjoy and get themselves enlightened. Children are quite sensitive and creative. They are to be "warned up" or motivated to get information, develop positive interests and attitudes so that their education becomes effective.

11.9 IMPACT OF MASS MEDIA

Impact of mass media is felt on every aspect of the modern life-social, economic, political and so on. A man in the society is a man in communication with others his kith and kin, his friends and fellows. He is always exposed to the lifestyle of others, ideas and opinions of others, news and views conveyed through all kinds of media-news papers, radio, television, films etc. He is influenced by them and cannot keep himself aloof from the effects of mass media. The entire people, may the whole mankind is shaped according to the mass media that are available at the time. R k Chatterjee (1979) has rightly remarked, "The activities of the mass media follow closely the development in various fields, informing people, reacting to policies and creating the social climate in which development and nation-building programmes can take place. They cannot operate in a social and political vacuum, nor do they deal with obtuse philosophies. Mass media are every, day dealing with problem that affect the destiny of the nation in the wider context, of humanity as a whole. Mass media nor only inform, but also entertain. They promote cognitive as well as affective development of students. They transmit knowledge and understanding very economically and interestingly. That is why, they are very cost-effective and impact-effective. They are forceful media, influencing education of all groups of clientele-children, youth, adults, teachers, and farmers, students of both formal and non-formal systems.

11.10 THEIR RELATIVE EFFECTIVENESS IN ESTABLISHING THE LINK

The child of today is the builder of the India of tomorrow. It is only through a well-designed and effectively implemented educational programme the child could be equipped to realize his inner potential and to contribute meaningfully to nation-building. The curriculum at the earlier stages of education is basic to the intellectual, physical and emotional development of the child. The main objective of the national curricular framework for elementary and secondary education is to build on the positive experiences of the past educational reforms and to reflect the present concerns. The national curriculum also aims at reducing the existing disparities in the quality of education provided by different institutions and the regional imbalances by setting national norms of threshold resources for achievement of the minimum levels of learning specified for each stage of school education. The curriculum articulates the educational objectives of the national system of education through a common scheme of

studies for elementary and secondary education with a built-in flexibility ensuring greater initiative to the teacher, the school, and the local educational authorities. The curriculum derives its global objectives of all-round development of the child from the national educational traditions, the profound values enshrined in the Constitution of India and the contemporary concerns for strengthening India's emotional unity and preparing the nation to face the future challenges.

While the curriculum reflects the educational intent, it is equally concerned about its effective implementation. Much of the aberration of the present system of education in India is not due to lack of noble ideas but to lack of their appreciation and relevance to the management of education and day-to-day classroom practices. The present framework, therefore, highlights the major areas of intervention for its implementation. These are:

Reorientation of the present practices of developing curricular and instructional materials with a view to making them child-centered and based on tested teaching and learning models: Reorientation of the in-service teachers through a nation-wide school improvement programme and imaginative use of mass media; Examination reform and introduction of continuous and comprehensive evaluation to improve the teaching learning process at all stages of school education; provision of the minimum essential physical can academic facilities in all school and non-formal learning centers for effective transaction of the curriculum.

Enhancement of the capability of the curriculum development centres at the State/UT level to generate innovative ideas and practices for curriculum development and preparation of instructional materials and training packages for use of teachers and pupils in schools and non-formal learning centres.

Several implementation strategies have been indicated for operationalization of the national curricular framework. Besides stressing the need for additional physical resources the urgency to invest more on the development of the human resource; particularly in the rural and backward areas and specifically on the development of girls and women have emerged as crucial policy issues from the point of view of promoting equity with the improvement

of the quality of education. Augmentation of the traditional educational resources for elementary and secondary education has been envisaged through:

Networking educational institutions at the elementary, secondary and tertiary levels for optimum utilization of available resources for qualitative improvement through inter-institutional cooperation; Networking the existing educational resources support structure with the infrastructure for health, information and broadcasting, agriculture, industry, labor and other governmental and non-governmental agencies for resource development and training support for qualitative improvement of education at the school stage;

Participation of the local community in the management and supervision of school and other learning centers and mobilization of additional resources through community and voluntary efforts:

Utilization of mass media and educational technology including radio, TV , video and computers, in a massive way for creating a general awareness of the quality of education and its relevance to culture, creativity, societal and environmental concerns, national development, and for the continuing education Factories, cooperatives etc., would be encouraged to set up part-time primary schools to serve several groups of children belonging to hilly, desert, misty, forest areas and comedic tribes, seasonal migrants, urban poor etc with freedom to adjust the number of school days instructional hours and appoint teachers on contract basis.

Innovative programs like Shiksha Karmi which have given good result in an experimental project in Rajasthan would be expended. Besides, a range of activities the suit the requirements of specific groups of learners, who are usually left out of the ambit of large scale projects, would be taken up. Opening of night schools in urban areas, pre-primary and lower primary centers for children of 3-9 years of age, ‘half-time’ instructors and special projects to tackle problems of areas with concentration of child labour would be tried out.

Open schools would involve themselves in the post-primary stage education on an experimental basis to provide wider access to children who are working or not in a position to attend regular schools due to socio-economic or any other reasons. Special efforts will be made to increase enrolment rates and

improve participation rates at the upper-primary stage especially in respect of girls. Hence, while ensuring effective universal access to all children at the primary stage, the infrastructure at the upper primary stage will have to be considerably expanded.

In order to expedite universalization of middle stage education and increase the enrolment of girls, the ratio between primary and upper primary school would be brought down from the 1:4 to at least 1:3 with the ultimate aim of 1:2. Besides expansion of school facilities, there will be need to improve the quality of education by providing existing schools with sufficient facilities. Therefore, the "Operation Blackboard" scheme will not only be continued and completed during the Eighth plan in relation to primary schools but also extended to upper primary school. The eventual aim would be to move towards a situation where every class has a classroom and a teacher.

Apart from expending Tribal Sub-plan (TSP) and special Component plan (SCP), special measures are required for promotion of education of SCs/STs. Certain sub-castes, tribes and communities need particular attention because literacy rates among them are extremely for Existing scheme of residential ashram schools will be expanded to cover classes from I to X and scholarship schemes for talented children at the secondary level would be expanded. This will be supplemented by the scheme of voluntary schools wherever possible. Suitable incentives will be provided to all educationally backward sections of society, particularly in rural areas. Hill and desert districts, remote and inaccessible areas and islands will be provided adequate institutional infrastructure. Greater attention will be paid to the educationally backward minorities keeping in view the recommendations of the Empowered Committee on Minority Education (1991).

Check Your Progress:

Note: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the unit.

1. Define Modern media.

11.11 LET US SUM UP

In this unit we have discussed the meaning of Modern media, understood the Importance of Mass media, radio, television, cinema, newspapers and magazines and posters. We have also analyzed their relative effectiveness in establishing the link.

11.12 UNIT END EXERCISES

1. What are the roles of Mass Media in Education?
2. What are the ways to overcome the Limitations of Mass Media?
3. Class Education becomes Mass Education- Discuss.

11.13 ANSWERS TO CHECK YOUR PROGRESS

1. The term media, which is the plural of medium, refers to the communication channels through which we disseminate news, music, movies, education, promotional messages and other data.

&&&&&&&&&&&&&&&&

BLOCK - IV:PLANNING AND ORGANIZING MEETINGS OF THE PRE-SCHOOL STAFF

UNIT XII

STRUCTURE

12.1 INTRODUCTION

Conducting effective parent-teacher conferences can boost family involvement in your classroom and help promote positive outcomes for you, your students, and your school. A parent-teacher conference is a great opportunity to share academic progress and growth based on classroom observations, testing data, assessments, portfolios, and assignments, to learn from parents or guardians so you can be better informed about students' strengths, needs, behaviors, and learning styles, to discuss enrichment or

intervention strategies to support students' learning and to discuss issues that may be interfering with students' learning and growth.

12.2 OBJECTIVES

After going through this unit, you should be able to

***** understand the Planning and organizing meetings of the pre- school staff with the parents

***** understand the Planning and organizing meetings of the pre-school staff with the community

***** Identify the community leaders.

12.3 PLANNING AND ORGANIZING MEETINGS OF THE PRE-SCHOOL STAFF WITH THE PARENTS

Parent-teacher conferences are usually once or twice a year at progress reporting periods. They are brief meetings, lasting about 10-30 minutes. Conferences are typically scheduled 1 to 2 months in advance. Some middle and high schools only request parent conferences to discuss problems. Most schools set aside specific dates and times for conferences, but if school schedules conflict with family schedules, it's worth the effort to find a mutually convenient time, or even schedule a phone or video conference. Be mindful of special situations, such as divorced parents, single parents, or guardianships. Some divorced parents, for example, may prefer separate conferences.

While the main focus of parent-teacher conferences should be learning, it's also important to discuss factors that can affect learning, such as students' behavioral and social development. Other topics might include standardized test results, individualized education programs (IEPs), 504 education plans, peer relationships, classroom behavior, motivation and work habits, as well as students' strengths and challenges.

School staff who support our students' learning may attend the conference, too. An administrator might attend at our request, or the request of a parent or guardian. Some teachers like students to attend part of the meeting to show that parents and educators are both part of the instructional team. The points to discuss in a parent teacher meeting should focus on our child's strengths, weaknesses, recent work, social interactions and also look at future projects, tests and other assignments that he or she has coming up. Often dreaded by children, parent teacher meeting is an effective way for parents and teachers to interact and discuss about their child's progress. ... On the other hand, it also helps parents to properly communicate and coordinate with the teacher about participation of the child in class and in different activities.

12.4 PLANNING AND ORGANIZING MEETINGS OF THE PRE-SCHOOL STAFF WITH THE COMMUNITY

Setting goals for preschool education and planning the means to achieve them are ... Cooperation between preschool, parents and the community. » Respect for ... preschool;. » to organize and coordinate the staff's work. Be Clear about the Purpose and Structure of Your Meetings. Using staff meetings for learning and development (rather than business announcements) Focusing time with hands on, meaningful learning experiences. Providing for individual learning styles and collaborative thinking experiences.

What to do before a meeting

- Clarify purpose and aims. A clearly stated purpose or aim describes the key decisions that must be made or actions that must occur at the meeting. ...
- Create an agenda. ...
- Schedule the meeting. ...
- Post and send out agenda. ...
- Circulate supporting information. ...
- Make room arrangements. ...
- Arrange for recorder.

12.5 IDENTIFYING THE COMMUNITY LEADERS.

Community helpers can be defined as any professionals who aid in the overall well-being and health of the community. Think more broadly than doctors, nurses and police. Community helpers include construction workers, dentists, librarians, grocery store workers, and even teachers.

Leadership involves changes over time depending on your life experiences. Therefore, there is not one definitive age that leadership characteristics appear. Becoming a leader is a developmental process that requires people to create and interpret their life experiences. Educators call this process constructivism. Constructivism implies that youth who develop leadership potential are those who integrate previous knowledge and skills into new ways of understanding the world (and people) around them. The bottom line is that leadership development is individual. It depends on personality, life stage, family dynamics and educational experiences.

Check Your Progress:

Note: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the unit.

1. What to do before organizing a meeting?

12.6 LET US SUM UP

In this unit we have discussed the Planning and organizing meetings of the pre- school staff with the parents, the Planning and organizing meetings of

the pre-school staff with the community and discussed the ways to identify the community leaders.

12.7 UNIT END EXERCISES

1. Discuss the Planning and organizing meetings of the pre- school staff with the parents.

2. Discuss the Planning and organizing meetings of the pre-school staff with the community.

3. Discuss the ways to identify the community leaders.

12.8 ANSWERS TO CHECK YOUR PROGRESS

1. Create an agenda,
Schedule the meeting,
Post and send out agenda,
Circulate supporting information,
Make room arrangements,
Arrange for recorder.

****

UNIT XIII

STRUCTURE

13.1 INTRODUCTION

Education plays a major role in various aspects of development such as employment, health, sanitation, hygiene and alleviating poverty. Acquiring new skills for better employment is also dependent on it. India enacted 'The Right of Children to Free and Compulsory Education Act' or 'Right to Education Act', an Act of the Parliament of India upholding the importance of free and compulsory education for children between 6 and 14 in India under Article 21A of the Indian Constitution. However, education, especially primary education, needs more attention.

13.2 OBJECTIVES

After going through this unit, you should be able to

* discuss the involvement of the village panchayat
* discuss the involvement of local administration bodies

* analyze the Issues and agenda for discussion in the meetings

13.3 INVOLVEMENT OF THE VILLAGE PANCHAYAT

As per the 11th Schedule of the 73rd amendment of the Constitution of India Education including primary and secondary school, Technical training and vocational education, Adult and non-formal education and Libraries fall under the 29 subjects transferred to the Panchayats.

To ensure education for all, Gram Panchayat can work to:

FACILITATE	Access to entitlements like scholarships, uniforms, textbooks, mid-day meals etc. Access for special needs children to schools. Building of girls' toilets to ensure retention of girls in schools. Evening and mobile schools, learning centres and residential camps to provide bridge courses for dropouts/out-of-school children. Collaboration with line departments to fill vacant teacher posts. Transport and hostels for children in isolated areas.
PROMOTE	Awareness on rights of children under the Right to Education (RTE) Act. Environment for 100 percent enrolment and retention of students in schools. Comprehensive participatory education plan to improve basic physical school facilities/social environment/child assessment. Plan to improve infrastructure for Anganwadis.
STRENGTHEN	Preschool Anganwadi welfare committees. Education standing committee to oversee operationalization of RTE. Libraries to support literacy programme. Total Literacy Campaign (TLC) by ensuring functioning of Panchayat Lok Shiksha Committee chaired by GP president.
MONITOR	Quality of education Rates of and reasons for school dropouts for girls and boys for

further action.

Rates of and reasons for irregular attendance for girls and boys for further action.

How do we set targets to achieve the goals?

If these are our goals, what are the specific things we should plan to achieve and by when? Can our Gram Panchayat plan for the following?

- All children from 3-6 years attend Anganwadi.
- All children of school going age are enrolled in school.
- All children who have been enrolled in school complete schooling (No dropouts).
- A particular percent of students who complete high school attend higher secondary school.
- A particular percent of students in the village attend higher education.
- 100% literacy in the village.
- All schools and Anganwadis in the village have sanitary toilets with water and separate toilets for girls.
- No post of teachers is vacant at any point of time.

What can a Gram Panchayat Do? The Action Points

- Checking for dropouts and irregular attendance in schools.
- Monitoring quality of education through the PTAs/SMCs.
- Facilitating provision of facilities of transportation/ Hostel for children living in geographically isolated areas.
- Facilitating access to entitlements like scholarships/stipend, free uniform, text books, insurance, teaching-learning materials, stationery, mid-day meals for children.
- Facilitating special needs children to access schools/special schools.
- Ensuring construction of girls' toilets where none exist and make dysfunctional toilets functional in collaboration with relevant agencies.
- Facilitating analysis of the reasons for dropouts and irregular attendance and to formulate possible solutions, through people's participation.
- Facilitating conduction of evening schools, mobile schools, local learning centers and residential camps for providing bridge courses for drop outs/out of school children.

- Promoting awards/ incentives/certificates/gifts etc. in public gathering to children as a mark of recognizing their achievements in academics /sports/games etc.
- Liaising with relevant departments to post teachers in vacant positions.
- Facilitating development of a comprehensive education plan to improve the basic physical facilities / physical environment / social environment/ incentives / class room processes/ monitoring / assessment of children/community support etc.
- Liaising with relevant departments/agencies to improve the facilities and infrastructure of Anganwadis.
- Promoting incentives, teaching learning materials, stationary etc. to those children enrolled in preschools/ Anganwadis.
- Strengthening pre-school Anganwadi welfare committees.
- Promoting Total Literacy Campaign (TLC) approach for eradication of adult illiteracy.
- Facilitating strengthening of existing libraries in supporting literacy programmes.

13.4 INVOLVEMENT OF LOCAL ADMINISTRATION BODIES

Local authorities have a duty to promote parental involvement in children's learning and parental representation through Parent Councils. In addition, many schools have active Parent Teacher Associations, in which parents work to support the school.

As India came into existence, bringing together territories with diverse historical, socio-cultural and linguistic contexts, educational governance received immediate attention. The responsibility for governance of school education was largely given to state governments. Thus, since then decentralization in public governance in general, and in education, in particular has consisted of moving decision making powers to structures and authorities at sub-state levels. For successful implementation of decentralization, the main issue seems to be the establishment of institutional mechanisms below the state level. It is in this context that the concept of panchayat raj and the community development frameworks were adopted in the years after independence. The local self-government system under panchayat raj is conceived to consist of three tiers of political-administrative structures beginning at district level through the block level and the village level. This is also viewed as facilitating

the emergence of grassroots democracy involving people in local electoral process. While political decentralization was to follow this framework, it was deemed appropriate to designate block level as the main unit for development administration. Thus, a Block Development Office was established in each block consisting of 100-150 villages. The district, which was the revenue division created during the British period remained more or less intact. Within the education sector, to begin with, the District Education Office remained the main center of governance of school education in the district. After nearly 25 years of this set up, a separate office of the School Education Department came into existence at block (sub-district) level in many states. This was partly due to the enormous expansion of the primary education system during the preceding two decades. The Block Education Office now deals with elementary primary education in many states, while the District Education Office directly governs secondary education. The rationale for decentralization in the early years was driven by the agenda to give power to the people by creating local self-governments through democratic elections. Empowering people through democratic institutions was seen as a value in itself. While, panchayat raj and community development gave the operational framework for decentralization, the contours of the discourse were largely defined by the liberation rhetoric that characterized most countries in the immediate aftermath of colonialism. In fact, the report from the Education Commission (GoI, 1964-66) recommended decentralization of educational governance to ensure better involvement of the community in school education. It was envisaged that community service would be made an integral part of education at all levels. At the primary stage, suitable programs were to be implemented to bring the school closer to the community with the focus on serving the community in suitable ways (NCERT, 1971, p. 22). It was argued that: School education is predominantly a local-state partnership and higher education is a Center-State partnership. It is this basic principle that should guide the evolution of delicate balance between centralization and decentralization which our planning needs' (NCERT, 1971, p. 848). In the 1980s a revival of interest in panchayat raj was witnessed in some of the states. Significant developments took place in states like Karnataka. The state not only conducted elections of local bodies but also took initiatives for providing block grants and considerable autonomy to the local bodies in using the finances. This prompted many local bodies to allocate funds for educational development activities at the district and sub-district levels. Of course, some of these got reversed with changes in political leadership in the state, demonstrating

the vulnerability of such measures to political vicissitudes. Interestingly, Andhra Pradesh moved away from the national pattern of a three-tier local governance system comprising district, block and village level bodies. Instead the state adopted a two-tier system, by and large following the recommendations of the Ashoka Mehta Committee (GoI, 1978) with local bodies at the district and mandal (consisting of about thirty villages) levels. However, unlike Karnataka, the reforms in Andhra Pradesh did not include any major move to decentralize governance of education sector. West Bengal also took up the task of strengthening the three-tier system for local governance and linking education governance with that set up. Meanwhile, the western Indian states of Gujarat and Maharashtra had decentralized educational management significantly to the district level, though not much progress could be observed with Rout, G. K. 88 Consortia Academia Publishing regard to decentralization of authority to sub district levels. The National Policy on Education (NPE) 1986 (GoI, 1986) was a landmark event as it not only recommended the policy of decentralization but also gave a concrete program of action to implement the policy. The policy did not make any significant proposal to devolve powers to local self-governing bodies such as the panchayat raj except for oblique references and not much reform in educational governance really materialized, except for the establishment of Village Education Committees (VEC) and school complexes (Govinda & Bandyopadhyay, 2006). The 1990s witnessed perhaps the most significant moves towards decentralization both in terms of policy reorientation and practical action in the field. Corresponding to efforts to reform public administration, fairly vigorous attention was paid to the management and control of education, both at the policy and implementation levels, and the need to involve communities in the process of school education through decentralization. At the policy level, the somewhat aborted attempt of the Panchayati Raj Institutions (PRI's) during the early period after independence was revived through the 73rd and 74th Amendments of the Constitution in 1992. This made the setting up of local bodies at the village, block, district and municipal levels, through a process of democratic elections, mandatory. This is arguably the most significant policy initiative for decentralized governance that India has formulated since independence. In nutshell, it can be said that, the impact of decentralization on education can be seen from two points of view, one, before the 73rd and 74th constitutional amendments and another after the constitutional amendments. Before the amendments state governments were not under the obligation of adopting the decentralized structure of administration. However,

the constitutional amendment has obliged states to adopt the structure. The act is a significant landmark in the Indian history of decentralization. It transforms representative democracy into participatory democracy. Governance at the grassroots level has also opened up new vistas in educational administration, making PRIs directly involved in planning, implementation and monitoring of educational policies, programs and schemes. However, effective involvement of PRI depends on the effective implementation of the PRI Act. However, when the issue was revisited in the 1990s, a decade characterized by the government's eagerness to introduce market reforms, the emphasis appeared to have changed dramatically. For instance, the language used to describe the rationale for decentralization underwent significant transformation. Phrases such as 'empowering the people' or 'grassroots level democracy' almost disappeared from the discourse putting considerable emphasis on efficiency of system. Yet, the Moily Committee, set up by the Central Advisory Board of Education (CABE), argued: It is increasingly becoming evident that the bureaucratic systems are not able to manage the challenges in the field of educational development and people's participation is seen the world over as an essential pre-requisite for achieving the goal of education for all. It is in this context that the Committee perceives the entrustment of educational programs to institutions of local self-government as a step in the right direction (GoI, 1992, p. 14). The move appeared to have been prompted essentially by the perception that involving the community could improve the deteriorating efficiency and effectiveness of the school system. India may not be alone in changing the contents of the discourse on decentralization. In fact, in line with increased open market reforms, a predominant view is emerging at the international level that centralized state control is responsible for the poor state of affairs of educational services and it is important to bring in decentralization and local community participation to improve services.

13.5 ISSUES AND AGENDA FOR DISCUSSION IN THE MEETINGS

Groups began to develop around the preschool centers in different villages, and ... became forums to discuss other issues, such as sustainable management of local ... block committee members or representatives of the village panchayat. The development works at the Gram Panchayat (GP) or village level are often driven by the ... discuss the problem, find and detail solutions, ways ... The pre-school children are escorted from home by the Anganwadi staff to. To overcome this problem, Gram Panchayats have an important role to play, and 1.5 million pre-school children in India die every

year from diarrhea. ... Water issues for discussion, planning and approval to Gram Sabhas;

Meetings of Gram Panchayats and matters related thereto. The principles enunciated ... convened meeting of the Gram Panchayat. ... Authorized by the Panchayat for this purpose may issue ... to discuss the unfinished agenda of that Meeting.

This Code seeks to prescribe a set of principles for convening and conducting Meetings of Gram Panchayats and matters related thereto. The principles enunciated in this Code for Meetings of the Gram Panchayats are equally applicable to meetings of Standing Committees, unless otherwise stated herein or otherwise stipulated by any other applicable laws, Guidelines, Rules or Regulations. A Gram Panchayat cannot act by itself and it acts only through its elected members i.e. Panch(s) and Sarpanch. Moreover, Panch(s) and Sarpanch are in a fiduciary position vis-à-vis the Gram Panchayat and, to that extent, they are also deemed to be trustees of the properties and assets of the Gram Panchayat. They owe a duty to the people of the village and should exercise care, skill and diligence in the discharge of their functions and in the exercise of the powers vested with them. All the powers vested in Panch(s) and Sarpanch are exercisable by them only collectively through decisions taken at a validly convened meeting of the Gram Panchayat. The fundamental principles with respect to Governance of Gram Panchayat Meetings are laid down in the respective State laws. This model code facilitates compliance with these principles by endeavouring to provide further clarity where there is ambiguity and establishing benchmark standards to harmonise prevalent diverse practices. This model code does not seek to substitute or supplant any existing laws. It 2 strives to supplement such laws for promoting better governance in the functioning of Gram Panchayat. Gram Panchayats functioning under the different State Government(s) are free to adopt the provision of this Model Governance Code on Meetings of the Gram Panchayat. If any of the provisions of this code are or become inconsistent with the applicable laws, provisions of such applicable laws shall prevail.

Standard List of Agenda Item

The following items shall be invariably be included in the Agenda of Meetings:

- To grant Leave of Absence
- To take note of the Minutes of the previous Meeting
- To take note of the Minutes of the Meetings of Standing Committee(s)

• Follow up and Action Taken Report (ATR) on the decisions of the Previous Meeting; • Approval/Concurrent review of Gram Panchayat Budget and Annual Plan implementation/utilization

• Statement of Income and Expenditure and the reasons for fluctuations in the financial statements, if any;

• Approval of New Works and Schemes

• Review of utilization of funds under various schemes;

• Review of physical progress of construction work, other projects and activities;

• Review of Village Sanitation, Street Lighting, Rural Roads, Drinking Water, Anganwadi, Fair Price Shops, Maintenance of School Buildings; Health Centre, etc.

• Any other matter 21 Annexure-C Attendance Register of Members.

Check Your Progress:

Note: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the unit.

1. List some agenda followed in the village panchayat meetings.

13.6 LET US SUM UP

In this unit we have discussed the involvement of the village panchayat and local administration bodies in the development of the pre-school. And we discussed about the Issues and agenda for discussion in these meetings.

13.7 UNIT END EXERCISES

1. Discuss the involvement of the village panchayat in the development of the pre-school.
2. Discuss the involvement of the local administration bodies in the development of the pre-school.
3. Discuss the Issues and agenda for discussion in these meetings.

13.8 ANSWERS TO CHECK YOUR PROGRESS

1. • To grant Leave of Absence
• To take note of the Minutes of the previous Meeting
• To take note of the Minutes of the Meetings of Standing Committee(s)
• Approval of New Works and Schemes

UNIT XIV

STRUCTURE

14.1 Introduction

14.2 Objectives

14.3 Organizing important national festivals with the help of the community

14.3.1 National Festivals of India

14.3.2 Celebration of important national days

14.1 INTRODUCTION

Institution Organizes National Festivals and Birth and Death Anniversaries of great Indian Personalities with enthusiasm. Our students are on a mission towards better India by breaking the boundaries of religion and caste. Thoughts of great Indian personalities sowed into the young minds through the exhibitions and programs conducted on these days. The institution practices

pluralist approach towards all religion functions and encourages the students and faculty to showcase the same.

14.2 OBJECTIVES

After going through this unit, you should be able to

- * organize some important national festivals
- * understand the role of service organizations
- * discuss the involvement of the rural and urban disadvantaged groups

14.3 ORGANIZING IMPORTANT NATIONAL FESTIVALS WITH THE HELP OF THE COMMUNITY

National festivals play an important role in planting the seed of nationalism and patriotism among the people of India. Celebration of these festivals commemorates the sacrifices of our great leaders and freedom fighters who laid down their lives in the foundation of this country. It also helps to cherish the thoughts and ideologies of the great personalities of our nation. It is our national festival which unites the whole country for celebrating under one roof portraying national unity and patriotism.

1) National Festivals teach us the value of our constitution and its necessity for good governance.

2) National Festivals inspire us to be self-reliant.

3) They make the world know about our military capabilities.

4) National Festivals of India informs the world about technological advancements of India.

5) They unite the whole Nation against a social or National Cause.

6) They commemorate the sacrifice of freedom fighters.

7) The national festivals are an award to the Soldiers for their brave deeds in the battlefields.

8) National Festivals teach us to be simple yet resilient to any oppression.

9) They teach us the value of nonviolence and simple way of life.

10) National Festivals Advocates Equality among all the classes of society.

14.3.1 National Festivals of India

The cultural, ethnic and religious diversity in India has given rise to myriad festivals that are celebrated with unparalleled enthusiasm by Indians across all demographics. The festivals minor or major, herald the days of joy that Indians unfailingly look forward to. Travelling across Indian cities during its festival period is like navigating a stunning yet chaotic mess full of bright colours and loud sounds. Whether national or religious festivals in India, each of them is celebrated with the same vigor and zest by the citizens of this diverse country.

Let’s take a look at some of the more mainstream festivals enjoyed nationally.

1. Makar Sankranti



Kite vendor in Ahmedabad

Celebrated to mark the solar cycle and to venerate the Sun (a religious symbol in Hinduism), Makar Sankranti is celebrated across various states of India under different names (eg Lohri, Pongal). Festival customs vary too but mostly Hindus pray for an abundant agricu;ltural wealth marked by this stage.

In Gujarat and Maharashtra, the festival is celebrated by flying kites while in the South special meals are prepared to celebrate. The common feature everywhere is sweets made of jaggery.

- **When:** 14th January (almost everywhere). Dates may vary in some places due to different and complex calendrical systems followed in different regions,

2. Maha Shivaratri



Maha Shivaratri

To honour Lord Shiva, one of the main Hindu gods, Maha Shivratri is celebrated to remember the end of ignorance and darkness of the human condition, destroyed by the eternal wisdom of Shiva.

Devotees observe a nightlong vigilance (Jagran) and fasting. The major Jyotirlingas across the country are abuzz with festive customs, including dancing, chanting and praying. Hardcore devotees flock to the Ganges for a morning dip. Shivlings are bathed in milk and fruit and leave offerings are made.

- **When:** February or March (based on Hindu calendar calculations)

3. Holi



Holi Celebration

The spring festival of colours is celebrated with feverish excitement, making it the most camera-worthy spectacles in India. The night before Holi, bonfires are lit and people circumambulate the fire, which symbolizes the end of Holika, sister of a demon king. On the day of Holi, people sing songs accompanied by drums, dance after drinking locally made bhang and smear coloured powder over each other. The festival marks the beginning of spring. Holi celebrated in Varanasi and Mathura are legendary.

- **When:** March or April

4. Easter



Easter Mass in India (source)

One of the most important festivals in Christianity, Easter is celebrated all across India. Easter is the day to celebrate the resurrection of Jesus Christ after his crucifixion. The holiday gained major prominence India upon British, French and Portuguese colonial rule. Devotees attend Easter Service at church, most attend the midnight vigil, before Easter. Simnel and chocolate cakes are made

for the occasion. Easter is celebrated with great fervour in Mumbai, Goa, Pondicherry, Kerala and northeastern states of India. Believers gift colourful easter eggs to each other, a special feature of the festival.

- **When:** March or April

5. Eid al-Fitr



Muslims celebrating Eid al-Fitr

An important festival of Islam, Eid al-Fitr is celebrated at the end of the fasting month of Ramadan. It is the feast of breaking the fast. Upon the sighting of the moon on Eid, the fast is broken and specially prepared lavish feast is set out for devotees. Eid prayers are recited in open areas and mosques, followed by a sacred sermon. Sheer Khurma and Sevvaiyan are special sweet dishes prepared for the festival. Muslims dress in new clothes and make donations to the needy.

- **When**: June

6. Independence Day



Independence Day Parade (source)

The day to celebrate the independence of India from the British Raj, Independence Day has a special place in the list of national festivals as it instils a sense of pride among Indians. On the eve of the Independence Day, the President of India addresses the country and the Prime Minister hoists the flag at Red Fort. The national anthem is played in public places during flag hoisting ceremonies and songs of nationalistic themes are played on loudspeakers in all cities of India.

- **When:** 15th August

7. Raksha Bandhan



Raksha Bandhan

Observed by Hindus across the world, Raksha Bandhan or Rakhi is a festival where sisters tie a colourful, decorative thread on the wrists of their brothers and perform pooja for their long life and health.

The ritual symbolises a bond of protection which the brother is supposed to offer to the sister. In return, the brother gives the sister cash or gifts. Different regions have different customs. Shops are lined with colourful rakhis as the festival approaches.

- **When:** August

8. Ganesh Chaturthi



Ganesh Immersion

Ganesh Chaturthi in India is a ten-day festival observed to venerate Lord Ganesha, the son of Shiva and Parvati. Devotees bring home clay Ganesha idols and pray to them every day. Large mandaps (tents) are set up in public places where huge Ganesha idols are installed and prayers are conducted daily.

Special modaks (a type of Indian sweet) is distributed to believers every day. At the end of the tenth day, the Ganesha idols are immersed in a water body with a grand procession on the streets.

- **When:** August or September

9. Onam



An Onam Procession

A major festival observed all over the south and wherever Malayalis reside, Onam is a harvest festival. Homes are decorated with beautiful flower arrangements and the people dress in their finest traditional clothes.

In Kerala, legendary boat races are held and a variety of dances are performed such as tiger dance, women's dance, mask dance. Folk songs are sung and martial arts are displayed. The streets are full of festive colours and flowers.

- **When:** September

10. Navratri



Navratri Garba

The festival of Navratri means nine nights, during which the feminine avatars of goddess Durga is celebrated. Different states and **cities in India celebrate Navratri in different ways**, following different customs during the nine nights. There are four Navratri periods according to the equinoxes, but the one in autumn is widely celebrated all over India.

In Gujarat, special dandiya and Garba Raas are held for nine nights where people dress in tribal costumes and play folk dance. In the eastern states, especially in Kolkata, Navratri is celebrated as Durga Pooja, a big occasion in the region.

- **When:** September or October

11. Diwali



Friends Celebrating Diwali

The most important festival for Hindus, Diwali is a ‘festival of lights’, and is celebrated with great fanfare in India and by Indians worldwide. Ayodhya, an ancient city home to Rama, is lit up fabulously during Diwali.

Signifying the triumph of evil over good, Diwali originated when Rama returned to his kingdom after defeating Ravana. Hindus light up their homes, buildings, streets, offices during the 7 day festival period, wear new clothes and decorate their homes with rangoli (coloured powder) and lanterns.

Distributing sweets, holding family pooja sessions, playing card games and lighting up fireworks are the essential features of the celebration.

- **When:** October or November (based on Hindu calendar calculations)

12. Christmas



Streets in Mumbai Decorated For Christmas

Christmas is one of the most popular festivals in India. Marking the birth of Jesus Christ, the festival is not just limited to celebrations by Christians in India.

People of all faiths celebrate Christmas holidays with great interest and enthusiasm.

Streets are lit with lanterns, electric lights, annual parties are held almost in every urban area, and being a holiday season, a lot of big cities and **tourist destinations in India** are adorned with festive decorations. Mumbai, Goa, Manali, Delhi, Bangalore, Pondicherry, Kerala, Daman, Kolkata and Shillong are some of the places where Christmas festivities are at their best.

14.3.2 Celebration of important national days

Every year all institute organizes the national festivals and birth / death anniversaries of the great Indian personalities. Staff and students get to know the importance of national integrity in the country in general and their role in it in particular. 1. 26th January Republic Day- Republic Day is celebrated on January 26 to commemorate the adoption of constitution. On this day, various formal events including flag-hoisting and march-past are organized and which are followed by "constitution awareness program" in which students and staff members got information of their duties towards our nation and rights given to them by our constitution. By organizing such type of events institute does its share to immersed patriotism and awareness to next generation. 2. 15th August Independence day- It is celebrated every year along with all other Pravara Educational institutions. It is a grand event marked with the flag hosting by the Chief Guest and well-practiced march-past by many teams of Security Personals. cultural activities related to independence movement are exhibited 3. 5 th September(Dr.Sarvpalli RadhaKrishnan Birth Anniversary)- On 5th September, we celebrate Dr. Radhakrishnan's birthday as Teacher's Day with great fervour. The students organize a programme for the teachers and the Guru-Shishya parampara is celebrated. 4. 2 nd October Mahatma Gandhi Birth Anniversary.- A standout amongst the most mainstream events in India and one of the three national occasions, Gandhi Jayanti is praised in our Institute on 2nd October of consistently to stamp the birth commemoration of Mahatma Gandhi. Gandhi was additionally famously known as the Father of our Nation, Bapu or basically Mahatma. The day is announced as a national occasion and all institutes and workplaces are closed on this celebration. The standards of truth, peacefulness and trustworthiness are recalled and generally plugged among the students of the institute. 5. 31st October Ekata Divas (Birth Anniversary of Sardar Patel)- it is

celebrated as National Unity Day. 6. 15th September Engineers day (Birth Anniversary of Sir Visvesvaraya) - We celebrate this day on 15th September consistently as an exceptional tribute to the best Indian Engineer Bharat Ratna Mokshagundam Visvesvaraya.

14.4 THE ROLE OF SERVICE ORGANIZATIONS

Education is a pillar of every country in the world. Through education, literacy levels go high, and human resources are enhanced. Because of the needs of the education sector, most governments engage with NGOs in meeting their needs. This makes the process sustainable, by bringing together all the stakeholders, including then civil society.

Nongovernmental organizations (NGOs) extend education to underprivileged children in India, and develop innovations that improve the quality of primary education. In this study of six NGOs working with school-age children in India, the author shows the potential benefits of a government-NGO alliance to achieve universal primary education. The author emphasizes several areas in which collaboration can be particularly fruitful. 1) Targeting under-served children: The Government could support the efforts of NGOs to bring out-of-school children into schools, through timely supply of teachers, classroom space, and other resources. Targeted action is needed to reach different types of out-of-school children - those who work, those who live in slums, those on the street, those who are members of tribes, or of migrant families, and those who live in places without schools. To encourage young, first-generation learners to stay in school, requires a supportive, and nurturing environment. To help make learning interesting, and worthwhile for such children, teachers in government schools could receive special training in new methods developed by NGOs. 2) Enhancing quality: Improving the quality of education requires working closely with key agents of change, such as teachers, school heads, school management committees, and village education committees. To develop a cadre of trainers for primary school teachers, teacher training institutes would do well to evaluate, and learn from NGO models for teacher training. Teachers need a range of knowledge, and skills to teach underprivileged children effectively. Here again, NGO models would be a useful tool for teacher training institutes. NGOs, and the government could collaborate in developing appropriate, and flexible learning assessment tools, in line with innovative teaching, and learning methods. But without safeguards, large-scale replication by the government of

such NGO innovations as the"alternative school"and the"voluntary teacher"could lower the quality of education. 3) Government-NGO links: The Government and NGOs will need to share a common vision on how to achieve universal primary education if India is to reach this goal. NGOs can be credible partners with the government in shaping policies for primary education. This entails collaboration, rather than parallel initiatives by NGOs. To stay at the cutting edge in education, NGOs should continually evaluate, and refine their models. If NGOs are to play a policy role in education, two areas that have been neglected will need to be addressed - NGO capacity building, and organizational development.

14.4.1 Role of NGOs in Promoting Education

Among other things, NGOs are a source of expertise in the education sector. Since NGOs are ran by people with professional skills and specialized people on board, they can use this capacity empower the sector. In some cases, NGOs establish colleges for teacher and other personnel that work in schools. This is a complement as most governments especially in the developing world experience high rates of shortage of teachers. By training teachers, NGOs also help the government to cut down on its expenditure of either building more training facilities or outsource services.

Another way through which NGOs take part in promoting education is by constructing extra schools especially in marginalized areas. It is evident that in remote parts of this world, children do not go to school because the schools are not there. Through this initiative of building schools for primary and high school studies, NGOs, largely contribute to ever-increasing literacy levels in the world today. When children acquire basic and quality education, they compete favorably with others for slots in institutions of higher learning and for job opportunities, which are limited in most parts of the world. This further helps in closing the gap between the rich and the poor.

Moreover, governments wish to get NGOs because of financial support. Since resources are always scarce against unlimited needs, governments hardly have enough to take care of the education sector. Thus, they engage NGOs to help in meeting the financial expenditures in the sector. For instance, an NGO can offer to build classes, buy textbooks in schools or pay teachers for a given period. All these agreements go a long way in cushioning the government from

recurrent bills, bloated wage bill among others. Through such funding from NGOs, the government can divert its initial funds to other areas that have inadequacies.

Additionally, NGOs promote education through objective research. In understanding the needs of the education sector and required resources, you need thorough research. By so doing, you will identify areas that are underfunded in order to provide quality education in schools and colleges. Research may also recommend certain changes like change syllabus for students to meet the ever-changing needs of the job market. While the government can also carry out these researches, NGOs have the time and specialists to handle the issue conclusively. Without objective research, a learning institution cannot go far in keeping pace with other colleges that have funding for research.

They role of NGOs in promoting education is through advocacy. This occurs when there are say, unfair practices within the education docket. For example if the registration of male students is double that of their female counterparts, then something has to be done. NGOs could offer to sponsor the disadvantaged lot of students regardless of their gender. Through such offers, the government can deal with issues of disparity in admissions.

14.4.2 Rotary Clubs

Rotary International is an international service organization whose stated purpose is to bring together business and professional leaders in order to provide humanitarian service and to advance goodwill and peace around the world. The roles and responsibilities of the Rotary Club provides a contribution to support an approved number of preschool classrooms. Provides volunteers to serve in the pre-school classrooms. Provides representatives to participate in a variety of events.

14.4.3 Lions Clubs

To promote the principles of good government and good citizenship. To take an active interest in the civic, cultural, social and moral welfare of the community. To unite the clubs in the bonds of friendship, good fellowship and mutual understanding. To organize, charter and supervise service clubs to be known as Lions clubs. To Coordinate the activities and standardize the

administration of Lions clubs. To create and foster a spirit of understanding among the peoples of the world. To promote the principles of good government and good citizenship.

14.4.4 Jaycees clubs

The Jaycees (or Junior Chamber) is a group of young men and women that join together to improve their lives and their communities. Their goal is to provide leadership training through community service. The U.S. Junior Chamber is a not-for-profit corporation/organization as described under Internal Revenue Code 501(c) (4). Established as the United States Junior Chamber of Commerce on January 21, 1920, it provided opportunities for young men to develop personal and leadership skills through service to others.

14.5 INVOVING RURAL AND URBAN DISADVANTAGES GROUPS

These are namely Muslims, Christians, Sikhs, Buddhists, Zoroastrians (Parsis) and Jains. As per 1991 census, the minority community has total population of 145.31 million (17.2%). (Source - www.planningcommission.nic.in). Among all the minorities, Muslim community is considered the most backward. Groups of persons that experience a higher risk of poverty, social exclusion, discrimination and violence than the general population, including, but not limited to, ethnic minorities, migrants, **people** with disabilities, isolated elderly **people** and children.

14.5.1 Elementary Education: First Step for Nation Building

Universalization of Elementary Education (UEE) has been accepted as a national goal in India since Independence. The founding fathers of our Constitution recognized UEE as a crucial input for nation building, The Directive Principles of State Policy envisage that the state shall endeavor to provide free and compulsory education for children up to 14 years of age within a period of 10 years. The National Education Policies so far have reiterated the constitutional directive. The National Policy on Education 1986(as envisaged in 1992) resolves to provide free and compulsory education of satisfactory quality to all children up to 14 years of age before the commencement of the twenty first century.

The colonial regime prior to our Independence in 1947 established a system of education that had limited access and denied mass education. It gave greater emphasis on conformism to socio-political and economic systems obtaining in the country in those times. Macaulay explicitly stated that the objective of the education system was to create a new breed of Indians as similar to Europeans as possible. It was on account of this that the Indian National Movement developed a strong critique of the British System that only imparted learning skills and not life skills and that did not respect Indian traditions. The national movement also expressed the global sentiment of education for all and Gopal Krishna Gokhales Compulsory Education Bill reflected the spirit of India's freedom movement.

14.5.2 Fresh Approach

The fervor for freedom and patriotism to achieve swalamban, made our leaders search for an alternative approach to elementary education. Article 41 and 45 of the Constitution enunciating the Directive Principles of State Policy on education, provided the basis for the new approach 14 states and four Union Territories enacted Legislation for free and Compulsory primary education. All States have exempted children from tuition fee up to upper primary classes. However, compulsion has not been enforced due to socio-economic and political considerations.

The thrust of the Central and State Governments in universalizing elementary education so far has been of three aspects, namely universal access, universal retention and universal achievement. Concerted efforts made in these areas have resulted in significant expansion of elementary education in the country. The number of primary schools has increased from 2.10 lakh in 1950-51 to 5.90 lakh and number of upper primary schools from 13,000 to 1.71 lakh in 1995-96.

During this period, Gross Enrolment Ratio (GER) at primary levels has increased from 43 per cent in 1950-51 to 104 per cent in 1995-96. 95 per cent of the rural population in the country has a primary school within one kilometer and 85 per cent an upper primary school within a distance of three kilometers. With 15 crore children and 30 lakh teachers, we have one of the largest elementary education systems in the world. The proportion of girls in classes' I-VIII as also women teachers has increased steadily.

14.5.3 Policy and Planning

The period after Independence saw a linear expansion of the elementary education system through allocation of additional resources. The first National Policy on education, 1968 recommended free and compulsory elementary education and equalization of educational opportunities especially for girls and children belonging to SCs and STs. The national policy on Education 1986 and its programme of Action, (1992) was enunciated on the basis of a detailed review of the countries educational performance. The policy resolves to achieve UEE by 2000 A.D.

The plan allocations for elementary education have increased steadily, though still not adequate to fulfil the constitutional commitments. Fifty years of freedom have seen higher levels of spending by the Central and State Governments to provide quality education for all. Better school infrastructure, more and better-paid school teachers, timely availability of subsidized or free text books in regional languages, provision of scholarships, uniforms and mid day meals have all received attention of State Governments who are the main providers of elementary education.

14.5.4 External Assistance

Following the world conference for Education for all (EFS) in Jomitien (Thailand) in March 1990 there is a greater commitment ad willingness on the part of multilateral and bilateral aid agencies to invest in primary education in developing countries. A major internationally assisted programme namely District Primary Education Programme (DPEP) was launched in 1992 with assistance from World Bank and European Union. The Programme adopts a holistic approach to promote primary education through decentralized planning and integrated programming at district level. The programme has been extended to 149 districts in 14 states in 1997. The lok Jubbahs (LJP) and Shiksha Karmi Projects (SKP) are two other successful internationally assisted projects. Lock Jubbahs, meaning a people's movement for UEE, has a holistic understanding about the people of UEE and is implemented by establishing an interface between the local community, the teaching profession, the educational administration and the learners. The Shiksha Karmi Project envisages a paradigm shift in delivery of primary education. Inspired by the concept of barefoot teachers, the project has effectively responded to the problem of teacher absenteeism in the remote and inaccessible areas of Rajasthan.

14.5.5 Community Mobilization

The process of decentralization has been an encouraging feature of our efforts to universalize elementary education. NPE, 1986 visualizes direct community involvement in the form of Village Education Committees for management of elementary education. The POA, 1992 emphasized micro-planning as a process of designing a family-wise and child-wise plan of education by which every child regularly attends a school or a Non Formal Education (NFE) centre, continues his or her education at a place suitable to him/her and completes at least eight years of schooling or its equivalent at the NFE centre.

The Seventy-third and Seventy-fourth Constitutional Amendments have created greater avenues for the Panchayat Raj Institutions to play a more dynamic role in mobilizing the communities to take responsibility to ensure quality education for every child. Genuine community involvement is the key factor for the empowerment of locally elected people, especially women at village level who are often active members of the LJ core teams and Mahila Samoohs. The VECs, carefully formed and trained through environmental building activities in the LJ, are actively involved in school matters. SKP has constituted VECs in 2000 villages. An important role of the VEC is to mobilize resources for maintenance, repair and construction of school buildings. The VECs also help in determining the school calendar and school timings in consultation with the local community.

14.5.6 NGOs as Partners

NGOs are emerging as important partners in efforts of the Governments towards UEE. The participation of NGOs together with community supports has helped to improve the physical conditions and environment of elementary schools as well as promotion of education for girls and children belonging to SCs and STs and working children. As of now, nearly 750 NGOs are supplementing the Governmental efforts towards UEE by rendering cooperation and resource support to non-formal education with assistance from the Government.

14.5.7 Future Challenges

The country has undoubtedly been successful in evolving a national structure for elementary education in the last fifty years. Primary education is now provided in the mother tongue or regional language in all the States and UTs. There has been substantial increase in access to elementary education. First generation learners, girls and the underprivileged sections of society have been provided with unique opportunities for vertical mobility. Literacy standards have been substantially improved across the country.

Despite substantial achievements, the task of UEE is far from complete. Schools and enrolments have certainly increased but so has the number of out of school children. The country today has one of the largest illiterate population in the world. Caste, gender, class and regional disparities in UEE though reduced, are still glaring and persistent. While the demand for quality education is showing perceptible increase because of improved awareness and social mobilization through organized efforts, supply is generally inadequate. The educational administration in most States and UTs is yet to effectively tackle Endemic problems concerning shortage of teachers, inadequate and improperly designed school buildings, lack of teaching learning equipment, need based teacher training and a curriculum related to real life requirements.

The recent measures initiated by the Government, namely DPEP, Mid-day Meal Programme and the proposal for National Elementary Education Mission (NEEM), the National Programme Media advocacy and publicity for UEE and the Joint GOI-UN System Education Programme are expected to address some of these challenges more effectively. The proposed National Elementary Education Mission should evolve strategies for reaching the un-reached and achieving him goal of UEE within a given time frame in a systematic, sustained and integrated manner. The resolve of the Government to make elementary education, a fundamental right of all children of 6-14 years, is expected to spur the government and non-government sectors to take necessary for measures to achieve UEE. Efforts of the Government to mobilize resources for education to the extent of 6 per cent of GDP will also help in hastening the process of universalizing elementary education.

It is hoped that with a clear vision, firm will, higher investments, greater dedication, and increased people’s participation, we would be able to fulfil our

goal of providing satisfactory quality of education to all children in the country within the next decade.

Check Your Progress:

Note: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the unit.

1. Name some of the national days celebrated in our nation.

2. Name some of the service organizations.

14.6 LET US SUM UP

In this unit we have looked in to the methods of organizing festivals and celebration of important national days and religious festivals with the help of the community. We discussed the role of service organizations like Rotary Clubs, Lions Clubs and Jaycees, strengthening the pre-school. We also discussed the involvement of the rural and urban disadvantaged groups and educating them about the philosophy of the pre-school.

14.7 UNIT END EXERCISES

1. What is the role of community agencies in pre school education?
2. How do NGOs help the Governments to improve the conditions of elementary schools?
3. Discuss the role of Community Leaders in preschool education.

14.8 ANSWERS TO CHECK YOUR PROGRESS

1. Republic day, Independence Day, Teachers day etc.
2. Rotary clubs, Lion clubs, Jaycees etc.

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MODEL QUESTONS PAPER

Paper 31241: PRE-SCHOOL COMMUNITY LINKAGES

Maximum Marks: 75 Time: 3 hours

PART – A

Answer ALL questions (10 x 2 =20)

1. Define the term 'community'.
2. Describe how the pre-school is perceived as part of community.
3. What are the expectations of the parents regarding the pre-school education?
4. Why communications is very important to establish linkages?
5. State the informal strategies for involving parents in the pre-school programme.
6. Name any two strategies for involving parents for pre-school programme.
7. What are the main aims of pre-school education?
8. What is the role of Anganwadi worker in pre-primary education?
9. Mention any two roles of traditional arts to reach the community.
10. Name any two national days celebrated in our nation.

PART- B

Answer any **FIVE** questions (5 X 5 = 25)

11. Discuss how child acts as a link between the home and the community. OR

    What are the hurdles in establishing linkage with the community? What are the ways to overcome those hurdles?
12. Discuss different strategies for involving the rural parents in the pre-school programme.OR

    Discuss the community based model of pre-school programme.
13. Give a back drop of educational television in India. What are the steps to overcome the limitations of telecasts and video cassettes? OR

    Discuss the role of service organizations in the development of pre-school education.
14. Discuss the role of community leaders and local administration bodies in pre-school education. OR

    Discuss the involvement of the village panchayat in the development of the pre-school.

15. Why communication is very important to establish linkages? OR
Discuss the Community Participation in deferent ways.

PART- C

Answer any **THREE** questions (3 X 10 = 30)

16. Discuss the Socioeconomic Factors and Parental Style of Interaction. OR

    Discuss the expectations of the parents and the community regarding the pre-school education?

17. Discuss the Importance of newsletters, circulars and bulletin boards. OR

    Discuss the importance of Home visits and informal discussion.

18. Discuss the role of anganwadi worker in pre-primary education? OR
    Class Education becomes Mass Education- Discuss.